

# Holy Family R.C. Primary School



## SEND Policy

*At Holy Family R.C. Primary School we aim to secure the highest achievement attainable for each child. We start from the position that each child in our school family is unique, valued and special and we promote the self worth of each by giving love, recognition, praise, understanding and the opportunities to succeed. Each child will be encouraged to grow, in the fullest sense, and develop his or her human potential by participating full, as far as he or she is able, in the life of the school.*

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### Document Management:

Date Policy Approved: June 2015

Date Amended:

Next Review Date: June 2018

Version: 1

Approving Body: Local management Board

## Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Regulations (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, 2013
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- The Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- Safeguarding and Keeping Children Safe in Education Guidance, 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, 2014
- The Mental Capacity Act 2005

At a more local level and in order to secure consistency across the Multi Academy Trust, we have also referred to relevant documents on the Carmel Education Trust website, most notably the Anti - Harassment and Bullying Policy and the Safeguarding Children/Child Protection Policy. All other key documents will be set out in the Appendices at the end of this policy.

*'Our school aims to encourage all children to see Christ in themselves and others in a caring environment which allows them the opportunities to develop to their full potential.'*

- We put relationships first, seeking to properly know and develop each individual child.
- We aim to teach in a way that helps children learn to love learning.
- We teach the values of wisdom, service, truth, justice, peace, respect, generosity of spirit and looking out for others.
- We pay close attention to individual needs, personalised planning and the essential contribution of parents and carers to help us educate the whole child.

Every child is valued and we work to ensure that every child is well cared for and well known. We believe that every child has an equal right to a full and rounded education, enabling them to reach their full potential. We do the best we can to secure special educational provision for those learners who require it. By this we mean provision that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Special Educational Needs and Disability Code of Practice: 0-25 years. (Appendix 1)

These areas are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/physical

**We agree that every teacher is a teacher of every child or young person, including those with SEN.**

Our policy was developed through a process of consultation with students with SEND, parents/carers of students with SEND, the wider parent body, the SEND Governor and school staff.

This policy reflects the spirit of the SEND Code of Practice, 0-25 guidance.

### **Characteristics of school and surrounding area**

Our school is an average sized Roman Catholic Academy for children from Reception to Year 6 (aged 4-11 years) serving Holy Family parish including ten wards, with 16% of children coming from three of the more deprived wards. We are traditionally oversubscribed.

The vast majority of our pupils are of white British origin and the proportion of SEN pupils is well below the national average. Pupil Premium pupils (Free School Meals Ever 6, LAC, services children) account for 11% of those currently on roll and 7% of our children are EAL pupils.

Overall, there is an even balance of boys and girls across the school, although variations occur within individual classes and pupil stability is high.

Attendance for 2014-15 was 96% and persistent absenteeism is kept at a minimum and below national figures.

### **SECTION 1: Aims and Objectives**

Our school's approach to SEN is shared across the Multi Academy Trust. Our vision for children with special educational needs and disabilities is the same as for all children - that they have high aspirations and are aware that they are known, valued members of their community. We believe that all children have an equal right to an education which enables them to fully develop their personal, social and intellectual potential. We focus clearly on outcomes for our children. All of our children should be supported to live happy, fulfilled lives.

At Holy Family we have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs. We see high quality provision as essentially involving the skilled matching of curriculum to individual need. We believe that channelling our energies into the collaborative planning, personalisation, delivery and review of targets, will bring high aspirations into reality.

1. To identify and provide for pupils who have special educational needs, additional needs and/or a disability. We will do this by:

- reviewing and developing our identification and provision in genuine partnership, as appropriate, with children, parents/carers, SLT, SEN governors, internal colleagues, LA SEND specialists, external agencies (including representatives from health and social care), key transition links, special school colleagues and the voluntary sector
- making changes to procedure as quickly as possible, to ensure that we are timely and accurate in our identification and as effective as possible in our provision
- deploying resources efficiently and identifying and meeting relevant training needs
- working with close reference to the SEND Code of Practice 2014
- developing systems of assessment, recording and reporting which are easily managed, accessible and clearly linked to the SEN policy
- Providing Support Plans, One plans and EHC Plans which are consistently formulated, manageable and implemented as an integral part of short term planning and teaching.

2. To work within the guidance provided in the SEND Code of Practice, 2014.

We will do this by:

- gaining good working knowledge of the guidance through close reading and attendance at training, as appropriate
- regularly reviewing our systems and practice in the light of the Code of Practice through internal meetings, via the mechanism of monthly Multi Academy Trust SENCo meetings, as well as via termly open discussion with and questioning by our governance, represented there by the Trust SENCo.

3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs. We will do this by:

- Continuing to develop strong pupil voice, including representation by children who have special educational needs, additional needs and/or a disability
- Giving consideration to the role played by every adult in the school's community and expecting them to at all times reflect the ethos of the school as outlined above, in the area of SEN and disabilities

- Understanding that in order to do this effectively, all staff, including support staff, would need to be routinely considered regarding training opportunities wherever this would further the successful inclusion of children who have additional needs, SEN or disabilities
- Developing strong, effective communication systems that show crossover between pastoral and curricular leadership, with the SENCo as part of all key team meetings and having a strong voice on the leadership team
- By strengthening the specialist expertise of staff in the area of SEN through enhanced training in the area of SEN and disabilities, including a strong focus on the new category of 'Social, Emotional and Mental Health' needs by consulting across the community of the school on the development of this policy
- By ensuring that outcomes include those focused on healthy, happy, independent living

4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Policy. We will do this by:

- Ensuring that we appoint a qualified teacher to this post, who receives sufficient training to be able to well manage the day to day running of the SEN Policy
- Creating sufficient non-contact time for the SENCo to be able to effectively fulfil their duties, especially in relation to teaching and learning, including social skills or life skills learning goals, annual reviews, Support Plans, One Plans and EHC Plans
- Providing clear structure for the management of specialist support and curriculum intervention strategies (e.g. timetables, working guidance for support staff)

5. To provide support and advice for all staff working with pupils who have SEN or disabilities. We will do this by:

- Proactively creating internal face to face and online support networks for staff within Carmel Education Trust, so that all staff can be promptly signposted to sources of further expertise, as required
- Developing a regularly updated and easily accessed bank of contact details for external support under the headings of Education, Health and Social Care
- Providing dedicated time for SENCos across the Trust to meet with one another as well as with the Trust's SENCo
- Maintaining and developing close links with Local Authority SEN teams and accessing the training that they offer

## **SECTION 2: Identifying Special Educational Needs**

We believe in the importance of early identification. This can avoid the development of a host of self-esteem, frustration in learning and behavioural difficulties and is recognised as an important area for regular investment in staff training. Attention is paid to the ability of staff to recognise a range of emerging needs, in line with the categories set out in the SEND Code of Practice, 2014.

The four broad categories of need set out in the Code are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

### **Principles of identification**

We see these categories as a useful tool in helping us to develop appropriate action plans, in collaboration with the child and their parents/carers and sometimes with the help of specialists in those areas, in order to improve learning outcomes. We recognise that putting children into any 'category' can potentially diminish the effectiveness of support. 'Labels' can become a self-fulfilling prophecy and contribute to a dismal, limiting experience for children. We work to consciously counteract this possibility by viewing categorisation as a crude but helpful tool that is not allowed to become an end in itself. Accurate identification helps us to provide the most suitable provision for each learner. We seek to base provision on an understanding of each individual's strengths and needs, addressed through well-evidenced interventions targeted at areas of difficulty and using specialist equipment or software, where appropriate. Importantly, we recognise that all children within a category are individuals with essentially quite different personalities, needs and aspirations.

### **Strategic overview**

We routinely analyse the take-up of activities by our pupils who have SEND, to check that these groups of pupils are engaging in the school's activities (and those offered via the Multi Academy Trust) alongside pupils who do not have SEND. The mechanism for this process at Holy Family is through regular Senior Leadership meetings.

Identification of SEN is built into our approach to monitoring the progress and development of all pupils. We take a systematic approach, which ensures that clear, agreed referral procedures are followed. This approach ensures that parents/carers are always actively listened to and involved if staff, or indeed the parents/carers themselves suspect that their child may have SEN. Our processes are detailed below under '**A Graduated Approach.**'

Senior Leaders and the SENCo also seek to identify patterns in the identification of SEN within cohorts and compare these with national data. This can greatly assist the

development of whole school planning, especially where there are particular types of need identified within a cohort. It assists us with the development of high quality teaching by sharing best practice and highlights focus areas for staff training.

Various issues can impact on progress and attainment, whilst not in themselves constituting SEN. These areas include:

- Disability (whilst the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation, these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Children who are identified as being affected by issues in one or more of these areas will be closely monitored via the school's usual pastoral and data analysis mechanisms. The Head Teacher and SENCo will meet to discuss the next steps and referrals/links will be made where appropriate. Where progress is flagged as a concern, staff will work in close collaboration with parents/carers and any relevant specialist outside agencies to improve progress.

Behavioural concerns will always be examined by experienced staff who know the child well. This will help to determine the extent to which this may form an underlying response to social, mental health or emotional needs which can be swiftly addressed, in close collaboration with parents/carers and with possible input from a multi-agency approach, if housing, family or other domestic circumstances are thought to be contributing to the presenting behaviours. Assessments may be used to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. We also remain alert to the impact of bullying or bereavement, which can sometimes have a severe impact on well-being and sometimes (though certainly not always) lead to SEN, especially if unaddressed. For problems of a 'one-off' or temporary nature, behavioural issues will not usually be referred to the SENCo. Instead, the school's usual systems of sanction and reward will be applied, as appropriate, in line with Holy Family's Behaviour Policy. Where problems with a child's behaviour persist, despite the provision of a burst of support, the question of whether or not the child may have SEN receives serious consideration and parents/carers are involved alongside staff in this.

### **SECTION 3: A Graduated Approach to SEN Support**

## **The process by which we identify and manage children with SEN.**

At Holy Family we identify the needs of pupils by taking a holistic view - considering the needs of the whole child; including their physical, social and emotional development. We are committed to doing everything we can to meet the SEN of our children. Where concerns about an individual child's emerging needs are raised, whether by parent or by a member of staff, parents will be immediately consulted and an information gathering process will begin. This will lead to a focus on improving outcomes for the child in the shorter term. The child is identified as having 'emerging needs' and a period of more intensive support is initiated and documented by the Class teacher. This is referred to as 'Targeted Support'. The aim is to give the child a boost of temporary additional support, which should enable them to become independent of this support as soon as possible. At this stage, there is no entry made on the formal SEN Support Register. This additional focus is often enough to ensure that the child's emerging needs are addressed and no further action is deemed necessary at review, which is held within a term.

### **Children whose needs are already identified**

Strong transition procedures ensure that we are aware of children due to start their education with us who already have identified SEN. Where this is the case, close collaboration with previous Nursery staff (or previous school for mid-year transfers), ensures that an individual profile is drawn up well in advance of the child taking up their place. Parents are invited into school within the first half term to meet with the teacher and/or a member of the Senior Leadership Team and contribute their own essential views to the profile, which will be used to help all staff take the most effective personal approach as well as be best prepared in respect of lesson planning. This helps us to reassure the child, to know him/her more quickly and to begin to realise their potential from the earliest point possible. Some children with high levels of identified need receive enhanced levels of support to aid transition. We will take advice from the parent/carer or previous setting with regard to the level of support that will be required and review this at the end of the child's first term, to ensure that the level of support being provided remains appropriate.

### **Children never before identified as having SEN**

We offer high quality teaching in our classrooms. It is the role of the class teacher to provide teaching that is adapted to the individual needs of learners with additional learning needs, so that they develop and progress. They may seek the advice of the SENCo to help them to deliver their teaching as effectively as possible and support from teaching assistants (TAs) may be accessed. Differentiation may be used as a

first response to pupils who may or may not have SEN. We believe that additional intervention and support cannot compensate for a lack of good quality teaching and are aware of the body of research that proves this. However, if a child appears to be making inadequate progress, despite personalised, high quality teaching and the use of considered interventions and well-planned differentiation, then the possibility that they may have SEN will be fully considered.

In deciding whether to make special educational provision, the teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials and ongoing assessments, particularly in Literacy and Numeracy.

Parents are contacted, usually by the SENCo, and a meeting will be set up so that we can gather as much information from parents as possible. All of this will help us to determine the likelihood that SEN exists and to plan towards the achievement of appropriate learning outcomes. If we believe that we may need to draw on more specialised assessments from external agencies and professionals, then we will first request written parental permission. Where appropriate, the child is involved, as without their engagement and involvement, our planning is less likely to be properly person-centred and so be less likely to succeed. We will not risk further problems with progress and self-esteem by putting support on hold until the information gathering is complete, but begin taking action as soon as possible.

We will decide, in agreement with parents, to place a pupil on the SEN Support Register if they have already been receiving more focused support for up to a term, with no or little evidence of good progress being made. Whilst other approaches could be tried for a further term, where appropriate, no child will be allowed to go beyond this time- frame without being added to the SEN Support Register. Being listed on the Register means that we believe that the child is making less than expected progress, given their age and individual circumstances. This is characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Entry onto the Register will be at SEN Support. This cycle is repeated on an Assess, Plan, Do, Review model every term. Our SEN identification and assessment

arrangements are published within our [SEN Information Report](#). This Report serves a double purpose in that it also contains our contribution to our Local Authority's Local Offer. Our SEN Report is comprehensively reviewed annually, with pressing updates made throughout the year, as appropriate. Please see this graphic document if you would like fuller details about our support model; the Power Point format lends itself well to illustrating this process.

Finally, we recognise that for some children, SEN can become evident only as they develop. We continue to listen to children and their parents/carers about concerns they may have, even within the upper age groups in Holy Family and act quickly to identify SEN using appropriate assessments, where these concerns persist despite early intervention input. An example might be the inability of a child with a history of vulnerable literacy skills to keep up with the literacy-heavy demands of the curriculum as they near the end of the Key Stage 2. Staff are trained to be alert to these issues and will discuss this with the SENCo to establish the level of need and lead to the provision of 'Targeted Support'. It is usually sufficient to address this type of later developing difficulty via the school's 'Targeted Support' systems, with formal addition to the SEN Support Register rarely necessary.

#### **SECTION 4: Managing pupils' needs on the SEN Register**

##### **Process - The Graduated Approach**

Parents and carers, as well as the child him/herself, are involved at every stage of the assess, plan, do review cycle and their wishes, views and feelings are always taken into account. This applies to all SEN provision made by the school, whatever level of support is identified as necessary to support all round progress.

In response to the new Code of Practice, we have taken a 2-step approach to additional needs that are managed across the school *before* the point of entry onto the SEN Register. Our process of graduated support begins with 'Emerging Needs' then moves through 'Targeted Support.'

Increasing complexity of need will demand 'SEN Support,' as outlined below. Where significant, persisting and complex needs do not respond well to evaluated, adapted support at this level, then an extensive assessment of the child's SEN will be sought from the Local Authority (LA). This takes place in close consultation with the child and in partnership with their parents/carers, as well as with any relevant external agencies. LA SEN Officers assist with this process, along with Parent Partnership Officers provided by them. Where the LA decides that a full assessment is necessary, this may result in the establishment of an Education, Health and Care Plan (EHC Plan.)

##### **Identification of Level of Need**

Experience teaches us that most children with additional needs will present with needs best managed under one of the following descriptions of levels of need:

1. temporary and likely to respond well to a short burst of more focused support via the '**Emerging Needs**' approach
2. more persistent but likely to respond well to consistent approaches and personalisation of the curriculum as recommended via a Support Plan, collaboratively drawn up with the child, parents/carers, the SENCo and other key staff. This level of support is known as '**Targeted Support.**' The Support Plan may feature some advice from external agencies, especially where these agencies have recommended specific strategies known to be effective within their area of expertise, to help the child to make progress in academic and/or personal development terms.
3. more complex and substantial needs, where effective management relies on not only specialist educational expertise but also regular input from either health care professionals, social care or both. Here the level of provision is described as **SEN Support**. Children at this level may have had an assessment of their needs carried out by the LA, but it has been decided that their needs can be met from within usual delegated funds, occasionally supplemented by the LA.
4. Significant and complex needs, where a **Statement of SEN** or an **Education, Health and Care Plan** may be necessary. EHC Plans are gradually replacing Statements issued before the publication of the new Code of Practice. The need for these is determined via a full assessment in accordance with the new Code, where appropriate. A child may arrive at Holy Family with an EHC Plan already in place, in which case we act at transition points to be well prepared to deliver the provision set out to help them to achieve individual learning outcomes. EHC Plans exist for the minority of children whose needs are significant and complex; adequate levels of progress can only be made if significant levels of provision are put in place that meet local criteria and goes beyond what is normally available within the school.

## Planning and Provision by Level of Need

### Emerging Needs

These can be identified at any time via, for example, the child him/herself, parent/carer or via a key member of staff (usually the class teacher, as they often know the child best.) A note will be made of any concerns and a brief plan drawn up in collaboration with the child/young person and parents/carers, involving an external agency as appropriate, to try to ensure that concerns are addressed and allayed as soon as possible. The agreed strategies will be shared with relevant staff and a

review date set within the period of no longer than  $\frac{1}{2}$  a term from the date the concern was identified.

### **Targeted Support**

Unless a pupil arrives part way through an academic year, we normally prepare for their provision at all levels from Targeted Support onwards towards the end of the summer term, so that staff have useful plans in place to support progress from as early as possible in the new academic year. These plans will be firmed up with analysis of assessments, pupil and parent/carer views as early as possible in the autumn term. This allows for:

- conducting and analysis of any helpful baseline assessments
- a 'getting to know you' settling in phase for pupil and teacher alike
- the setting up of information exchange and planning meetings with the child and their parents/carers

Our planning at this level of support is gradually pulled together within the document known as a Support Plan. A picture of the child's strengths, interests, views, areas of difficulty and aspirations is captured, alongside those of their parents/carers. Together, we list personalised strategies thought likely to prove most effective. We incorporate strategies recommended by external agencies working with the child, as appropriate. This may include advice from Occupational Therapists, Physiotherapists or Educational Psychologists, to name but a few.

### **SEN Support**

This will usually follow exactly the same process as that for Targeted Support. The key difference is that the document used to capture the child's progress towards agreed learning outcomes will be a little more detailed in terms of references to agreed short-term targets and will be known as a One Plan. As with the other graduated levels of support, documentation will be treated as a living record, not an end in itself. Documents clearly set out identified needs, give advice about best how to remove key barriers to learning based on what works for the individual or at least what has worked before for others with similar needs at the same stage of development. They also set out clear outcomes to be achieved with the agreed support.

The input of the class teacher is expected at all levels of provision review. All involved in the collaborative development and review of both Support Plans and One Plans will be expected to write directly onto the documentation, wherever possible, to show progress made and include any amendments needed to strengthen or modify approaches being taken in the light of experience. An increasingly 'common language'

will also be helpful to those regularly accessing such documents. Our emphasis is always about building on what works.

## **Review**

We operate a termly cycle of assessing, planning, delivering and reviewing the recorded provision. Support Plans include relevant learning outcomes, which need to be reviewed to check that the strategies agreed are proving effective. Evaluation of progress informs adaptation of current provision, as appropriate. One Plans are currently in place for just the small number of children at Holy Family who have the very highest levels of need and are reviewed in a similar way, following the same timeframe. This process involves the Multi Academy Trust Data Manager, who identifies discrete groups of students who have SEND and whose reports enable the SENCo to spot any areas of concern for prompt action to support progress.

## **Statements and Education, Health and Care Plans**

We would normally try different approaches to fully meet the needs of a pupil through our own provision arrangements at the level of SEN Support (see above) over the course of 2 terms and 2 reviews, before reaching a joint decision that we are unable to fully meet the needs of a pupil through these arrangements alone. This would trigger a move towards requesting a full LA assessment, which may or may not result in the issuing of an EHC Plan. This decision represents a move to the next level of the graduated approach. We compare our evidence for doing this with criteria set out by our LA, as well as by taking on board the specific feedback from all involved.

If we believe and agree that additional support, for example, by engaging specialist services, could be helpful to the child's progress, we seek parental agreement via standard consent forms, with this process coordinated by SENCo. Where there is a cost to further provision options, this is considered by the appropriate member of the Senior Leadership Team alongside the SENCo and any additional costs recorded in the child's individual SEN folder. Advice may be taken at this point from specialist SEN staff at the LA as well as from specialists within the Multi Academy Trust or from Health or Social Care staff, as appropriate. Information about costs is discussed with parents/carers wherever this is helpful in securing the level of support agreed to be necessary. We seek to find the most cost effective solutions possible, without compromising the quality of support offered. This is sometimes achieved through shared cost agreements across schools within the Multi Academy Trust.

If we identify that additional funding and support are needed, our SENCo and Head Teacher will cost this out as accurately as possible, before approaching the LA using

standard templates. We take advice from SEN Officers at the LA and can sometimes find further advice from SENCOs or members of senior leadership teams across the Multi Academy Trust, the diocesan Catholic Partnership or other local area schools. We also have access to a helpful guide produced by the LA which provides some information on this subject.

The type of documentation completed depends entirely on the individual circumstances of the child, but in every case pupils and their parents/carers are kept informed, their agreement sought and their views are regularly taken on board through whichever channels of communication were identified early on as being the most effective for that family.

We do our very best to plan, deliver, review and record at all times in accordance with the guidance set out in Chapter 9 of the Code of Practice. At least once a year (more if required), our SENCO collates an Education Report by requesting an indication of the child's progress against the objectives set out in their statement/Education, Health and Care Plan from all involved school staff. This information is collated into an overall report and sent out to parents/carers and others invited to review 2 weeks in advance of the review itself.

In terms of direct support from a Teaching Assistant, where this is appropriate to need, the level of provision hours agreed varies according to individual need. 'Learning outcomes' describes what we all agree to be the desired results of our joint efforts on behalf of the child. Our provision will always focus on what works in terms of moving a child towards their individual learning outcomes.

Please note that EHC Plans will gradually replace all current Statements of SEN by April 2018, with families fully involved and supported throughout this transitional phase. Further details of our provision can be found under the four different categories of need within our [Contribution to the Local Offer](#).

## **SECTION 5: Criteria for exiting the SEN Support Register**

All pupils listed on the SEN Support Register are reviewed at least on a termly basis, with the pupil and their family closely involved in this process. Wherever possible, reviews are linked into review mechanisms that apply to all pupils, not just those who have SEND. For example, the first review of the academic year would normally take place in the autumn term as part of Pupil Progress meetings and the SENCOs usual monitoring processes.

SENCOs and all other staff involved in reviewing the progress made by pupils who have Special Educational Needs and/or disabilities, are reminded during SEN related professional development, of the importance of cultivating and celebrating growth in independent learning skills. We recognise that, for a small number of children, it will

always be necessary to have their needs met via the provision of additional resources. For others, however, removal from the SEN Support Register (or removal of a statement/EHC Plan) is entirely possible within their school career. This marks both the child's own efforts and the effectiveness of the SEN provision that has been made over time. Where it is felt, having carefully considered the available evidence, that progress made is to the extent that the pupil can now safely have their needs met by the high quality teaching normally provided in the classroom, the decision to remove the child's name from the SEN Support Register will be raised with the child and their parents/carers. This decision will be based on improvement that has been seen to be sustained over the period of at least a term. Where the pupil (discussed as appropriate) and their parents/carers are satisfied that it would positively benefit the child to have their name removed from the Register, this will be done immediately.

## **SECTION 6: Supporting Pupils and Families**

All schools within Carmel Education Trust work to provide clear, accurate information about a child's SEN and the purposes of any assessment or outcome-focused intervention that has been agreed with parents. We identify how parents can support progress towards targets at home. This includes progress linked to Targeted Support, Support Plan targets, as well as progress linked to a One Plan, a Statement of SEN or to an EHC Plan. On request, we will put parents in touch with local support or advocacy services for children, where they may find this helpful.

Parents and pupils will find a comprehensive, accessible guide to the provision available with this Local Authority and how it can be accessed via the following link [Darlington Local Offer](#). Here we find in one place the provision expected to be available across education, health and social care for children and young people in our area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) Plans. To view this school's specific contribution to this Local Offer, please visit our school's [SEN Information Report \(and Contribution to the Local Offer\)](#). This contribution is developed under our statutory requirement to provide such a report. (Appendix 4)

Please find set out in the Appendices (Appendix 5), links with other key agencies who regularly work in partnership with us to support families and pupils. Remember that in many cases, your own family GP can be a great help, including providing support with the identification and treatment of mental health difficulties.

## **Admission Arrangements**

Our admission arrangements clearly state that children who have a statement of Special Educational Need, which names our school, will be admitted above all others,

in accordance with the admissions code. This wording will be revised at next review to reflect the transfer of statements to EHC Plans, which will be treated in exactly the same way as statements. The [Admissions Policy](#) can be found on the school website. (Appendix 6)

### **Access Arrangements (Assessments)**

We have a system in Holy Family to ensure that those children who need additional support or different provision to enable them to access exams and other assessments are able to do so with confidence. To ensure that we identify children correctly, we have processes in place which include the following:

- Information gathered from pupils, parents and staff during the transition process
- Information sent into school by parents or external agencies (with parental permission) regarding any additional needs that arise after transition. This may include information sent to the SENCo
- Information emerging from routine observations and assessments administered by class teachers
- Analysis of group and individual screening results of literacy assessments administered by suitably qualified members of the SEN Team

Currently, in our school, the Head Teacher and the Y6 class teacher, in consultation with the SENCo, where appropriate, are responsible for identification and provision in the area of access arrangements. Provision is supported by a wide range of suitably qualified staff, especially at times of external examinations such as Phonics tests, KS1 and KS2 SATs tests. We follow a clearly identified process which may involve a range of staff, including administrators and Local Authority staff at various points in the academic year.

Pupils are prepared as well as possible for the access arrangements to which they are entitled. Relevant information regarding appropriate approaches to support fair access to assessments is shared with the pupil and with parents. Such access arrangements are put in place for as long as possible leading up to formal testing. This helps to ensure that the pupils are able to work using those arrangements in as natural and as efficient a way as possible. The rationale behind this is that the children will be tested in a way, which reflects the pupils' normal way of working.

### **Transition**

We put a range of support in place to ensure that transitions go as smoothly as possible for this group of pupils. As we are aware that some children, particularly those who have needs on the Autistic Spectrum, those with mobility difficulties and those with a range of other 'low incidence' needs, require something above and beyond the usual high quality support that we offer all pupils at transition. This means that, where there is proven need, we may offer additional visits at different points in the school day to help the child become more familiar with their new environment and with key support staff before they make the transition. In some instances, a child's medical needs dictate that time is allocated to drawing up an Individual Healthcare Plan (IHCP) with the pupil and his/her parents. We will take advice as necessary from relevant health professionals and provide staff with training to ensure the safety of all children in our care. Please see Carmel Education Trust's Policy on 'Supporting Children who have Medical Conditions in School' for more detail. (Appendix 8 & 9)

### **SECTION 7: Supporting Pupils at school with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

We have a clear, regularly reviewed system in place in school to support pupils with medical conditions. Administrative staff, the SENCo and trained first aiders (including those trained to administer medication) work closely together to ensure that we are providing the best approaches that we can in this important area. Our cycle of continuing professional development takes this area into account to ensure that all relevant staff receive training in areas relevant to the medical needs of their current school population. We are vigilant about ensuring that sufficient numbers of staff are trained, relevant to size of school population. In addition, we ensure that we are compliant with national guidance regarding the administration of medicines. At least two staff are trained to administer medication in line with Administration of Medicines guidance. Where children need to access medication that is stored in school this will be managed within the staffroom.

It is important to us that all children feel safe in school and that parents feel reassured that we will deal with any emergencies in a prompt, professional manner which preserves the privacy and dignity of the child. Details of national guidance in this area can be found at Appendix 8 and the link to Carmel Education Trust's Intimate Care Policy at Appendix 9.

## **SECTION 8: Monitoring and Evaluating SEND**

We regularly and carefully monitor the quality of provision offered to our pupils. This is managed in a number of ways, including:

- Liaising with and advising colleagues
- Reviewing the effectiveness of the school's SEN provision with the SEND governor
- Co-ordinating provision and managing support staff
- Maintaining the SEN Support Register and recording system in accordance with Carmel Education Trust and Stockton LA guidance
- Regular meetings with parents and pupils alongside the class teacher as appropriate
- Monitoring and evaluating the quality of teaching, learning and standards of achievement. Setting targets for improvement
- Reviewing the progress of children with Support Plans, One plans and EHC plans
- Building up a resource bank of practical strategies for the identification and assessment of pupils short and long term SEN and/or disability
- Organising resources to provide appropriate work and support for children with SEN and/or disability in the classroom
- Working with external agencies and support staff to ensure the school maximises the use of any external support
- Collaborating with curriculum leaders
- Involvement in strategic planning for SEND provision by identifying future needs and contributing to a strategic plan for inclusion
- Seeking the views of pupils, parents and staff
- Analysing these views to inform future planning and arrange CPD for staff
- Attending governing body meetings and being a partner in writing the SEND section of the Governor's reports
- Liaising with the local secondary schools in order to ensure the smooth transition of pupils with SEN and or disability. The school's Transition Programme begins with parents and children in Y5, where necessary, and continues into Y6 with the involvement of the local secondary school. This programme is also implemented in conjunction with any other necessary professional agencies.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Please see the Review section of our SEN Information Report (Appendix 3) for further detail in this area.

## **SECTION 9: Training and Resources**

SEN is funded through a delegated budget for pupils of primary school age within Darlington Local Authority. Funding that comes into school for each pupil is added to from what is known as the 'notional' SEN budget for pupils who have additional needs that cannot be met within the scope of resources normally available. Based on recent research findings, we aim to design support around the principle of greatest effectiveness in meeting learning outcomes, as opposed to a provision-focused tally of support hours. If needs cannot be met through this mechanism, then additional funding is sought from the LA in close collaboration with the pupil, their parents and relevant external agencies.

Training needs of staff are identified by the SENCo, based on the review of provision and in the light of information from questionnaires. Training is provided from a variety of sources, e.g. the LA SEN Team, the Speech & Language Therapy Service or by tapping into expertise already within Carmel Education Trust. Regular LA, Trust and Partnership SENCo meetings identify and provide high quality training. Within the Trust, the Multi Academy Trust SENCo provides training for a wide range of identified needs. As all teachers are teachers of children with SEN, all staff are regularly involved in training and development in this area. This also involves the skills and expertise of the school SENCo working with individual staff or with the whole staff, as appropriate.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. All Trust SENCOs regularly attend LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **SECTION 10: Roles and Responsibilities**

### **SENCo**

The SENCo, as part of the senior management team, is able to represent the needs of children with SEND in all decision-making and strategic planning. Primary responsibilities include:

- Liaising with and advising colleagues
- Co-ordinating provision and managing support staff
- Maintaining the SEN Support Register and recording system in accordance with Carmel Education Trust and Darlington LA guidance
- Liaising with parents alongside the class teacher/teaching assistants, as appropriate
- Monitoring and evaluating the quality of teaching, learning and standards of achievement then setting targets for improvement

- Reviewing the progress of children identified as having SEN or disability
- Supporting the accurate identification and assessment of pupils' SEN in close collaboration with children and parents, including advising on effective resources to support these processes
- Building up a resource bank of practical strategies to support staff with their effective differentiation of approach and work for pupils. This includes advising on the effective use of human and other available resource, including ICT, to maximise pupil progress
- Working with pupils, parents, external agencies and support staff to ensure that any advice given to us by external professionals working with the pupil is put into practice, as appropriate, reinforced through consistency of approach
- Collaborating with curriculum leaders to maintain and develop agreed, effective systems for the school's identification, assessment and provision in the area of SEND
- Involvement in strategic planning for SEN provision by identifying future needs and contributing to the school's plan for the further development of inclusive practices which benefit the progress of all children, including those with SEND
- Attending governing body meetings and supporting the drafting of the SEND section of Governors reports, including helping to keep the school's SEN Information Report, Contribution to the Local Offer and SEN Policy up to date
- Liaising with local schools to ensure the smooth transition of pupils with SEND. The school's Transition Programme begins in Year 5 for pupils moving school at the end of KS2, where enhanced transition is required. It involves children, parents and colleagues in those schools and sometimes external agencies. It continues up to and occasionally beyond the point of transition.

### **Role of SEN Governor**

It is the responsibility of the designated Governor, supported by the Head Teacher, to:

- Support the SENCo in carrying out her remit to a high standard,
- Promote high expectations,
- Monitor and evaluate the quality of teaching, learning, attainment and progress,
- To ensure that SEN allocation in the budget enables, as far as possible, the SENCo to carry out the roles and objectives associated with the post and in doing so raise standards of provision
- Ensure commonality of practice in line with school policy

The Head Teacher and the designated Governor support the SENCo in monitoring the effectiveness of the procedures in place. The Head Teacher is also responsible for the management of Pupil Premium and LAC funding.

### **Role of Teaching Assistants**

Our team of 4 full time and 2 part-time Teaching Assistants (TAs) primarily support the work of the class teacher, operating under their direct supervision and guidance. The quality of their relationship with the individual child is the bedrock of much of their work to support progress, including progress in personal development. Our TAs are trained to be sensitive to the need to nurture independent learning skills and allocation of their directed time and energies during lessons should reflect this.

### **Designated Teachers with specific Safeguarding responsibility**

In our school, safeguarding is the specific responsibility of the Head Teacher, Mr. Peacock and in his absence, the Deputy Head Teacher, Mrs. Atkinson.

### **Member of staff responsible for managing PPG/LAC funding**

This area of funding is currently managed by Mr. Peacock, Head Teacher.

### **Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils**

The Head Teacher manages our school's responsibility in this area. He works as part of a closely-knit team (see Medical Needs section above) and follows a systematic, agreed approach throughout the academic year.

## **SECTION 11: Storing and Managing Information**

Documents are safely stored in locked areas and often within locked cabinets within those areas, depending on their level of sensitivity. This is in line with our school policy on Information Management (which includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy. If documentation of a more sensitive nature is sent electronically, it is encrypted in the interests of confidentiality. The security of these systems is kept under review by the Head Teacher and supported by the Trust's IT Helpdesk.

## **SECTION 12: Reviewing the Policy**

We intend to keep this policy under annual review in line with Carmel Education Trust policy. During the reviews, views of all stakeholders will be sought where appropriate.

This will make this a more relevant policy and will help to keep it fresh, a helpful steer to the work we do in this area and as accessible as possible to all, including those who have SEND.

## **SECTION 13: Accessibility**

### **Statutory Responsibilities**

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. We produce accessibility plans for our school under the leadership of Stuart McKenzie our Health and Safety Consultant (see Appendix 10) and work with the LA, as appropriate, to develop our work in this area.

It is part of the ethos of Carmel Education Trust schools to routinely identify and remove barriers to learning through all that we do, though we still occasionally find it helpful to apply a checklist or audit approach to be sure we are not becoming complacent in this area. Whenever significant decisions are being made or policies developed, we are increasingly in the habit of giving thought to the equality implications. We aim to keep a note of any equality consideration that is made and report this back to our senior leadership team or reports to governors/directors, as appropriate. This helps us to demonstrate that the 'due regard' duty is being fulfilled.

Current targets, strategies and outcomes of our school's successful accessibility planning approach are included in Appendix 10.

We increase and promote access for disabled pupils to the school curriculum in a wide range of ways. The following gives a flavour of what we do, but is by no means exhaustive.

Access to teaching and learning is promoted by specially trained TAs, specialist outside agencies, charities and private educational consultants. In addition to this, all staff have access to relevant CPD. It is considered vitally important that all learners are able to participate in after-school clubs, leisure and cultural activities and school visits, including residential trips. We run and act on risk assessments to make all activities accessible, taking advice as appropriate from external professionals.

We have recently improved access to the physical environment by adapting the entrance onto all our playgrounds to be wheelchair accessible and to meet safeguarding requirements. We anticipate the needs of students and other members of the school visitors as best we can, by referencing our transition material and by

including consideration of access issues in regular meetings of the SLT with SENCo. Access to education has been improved in a wide range of ways, which include:

1. *Lift Handling training*
2. *Counselors*
3. *Occupational Therapists*
4. *Flexible timetabling*
5. *EAL specialists/translators*

Parents and carers can contact key staff such as Key Stage Leaders or the SENCo by dialing the main office and asking to speak with the appropriate member of staff. Where appropriate, we also encourage that class teachers are contacted directly. The SENCo aims to deal with all enquiries via phone, email or face-to-face meeting within 48 hours of a query being raised, wherever practicable. We recognise that dealing with any issues or concerns quickly can greatly reduce the severity of any difficulties experienced or anticipated.

#### **SECTION 14: Dealing with Complaints**

Please refer to our school [Complaints Policy](#) for details of how to make a complaint. We do our best to work collaboratively with pupils and parents within an active listening culture. This keeps the need for complaint to a minimum, but we seek to learn from any justified negative feedback, using it to help us to refine and improve our practice.

#### **SECTION 15: Bullying**

In line with the Anti-Bullying Alliance's view, we define bullying as 'The repetitive hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' We recognise that the bullying of children or young people who have SEND can be subtly different, in that the victim may have particular difficulties in one or any combination of the following areas:

- perceiving
- feeling
- articulating
- disclosing

Bullying of children with SEND can be exploitative of those features of the child's condition or 'difference,' targeting low social resilience linked to that difference, or in some cases, exploiting what can be markedly lower levels of emotional immaturity. At Holy Family, we recognise the importance of being a 'telling school,' taking every report of bullying very seriously. We appreciate that best practice involves:

**Communication** about bullying being open, effective, structured and involving all parties as well as parents/carers. We recognise that by working to maintain open, authentic communication with learners who have SEND, we give our community the best possible chance of creating an empathetic culture of respect, in which bullying is not tolerated and where all learners can feel safe. Where children with SEND are questioned about bullying, we know the importance of using a range of techniques to ensure that the questions are properly understood and learner responses captured accurately.

**Anticipation** - for example discovering when, where and by whom bullying can take place via carefully structured interviews or questionnaires. Armed with this information, we can take steps to prevent it. We support formal systems of inquiry.

**Response** - we aim to make this both timely and clearly graduated.

Our [Behaviour Policy \(including Anti-Bullying\)](#) can be found on our website. This policy sets out the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners.

- We consider any form of bullying to be unacceptable and support the right of every member of the school community to feel safe from bullying or harassment.
- We will take action to prevent, de-escalate and/or stop any continuation of harmful behaviour.
- We will react to bullying incidents in a reasonable, proportionate and consistent way, in order to safeguard the pupil who has experienced bullying and to trigger sources of support for both the pupil and the perpetrators.
- All incidents of alleged bullying must be reported to the Head Teacher/Deputy and formally recorded. This includes details of any further action of all incidents and follow-up action.
- We require parents not to encourage retaliation.
- We recognise that one size does not fit all and will take into account the circumstances and person(s) involved in determining next steps.
- We will counsel children who display bullying behaviour using a "shared concern" approach to rebuild relationships.
- We will apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multiagency support.
- We will deal firmly with repeat offenders. Consequences may include parent interviews, referral to other agencies, suspension from year group for short period of time or fixed or permanent exclusion.

We safeguard the needs of pupils with SEN, promote independence and build resilience in their learning in a range of ways. These include:

- Safe Person
- Worry Box
- Circle time
- Counselling
- Play therapy
- Family therapy
- Playground Buddy system

We address the specific needs of pupils, such as those of pupils with social communication difficulties, severe learning difficulties or attachment disorders by:

- Counselling service
- Speech and Language therapy
- Occupational Health
- Interpreters
- CAMHS
- CAF Team
- E-Safety training

## **SECTION 16: Appendices**

1. [Special educational needs and disability code of practice: 0 - 25 years, para 6.28 - 6.35 \(DfE, July 2014\)](#)
2. [Darlington Local Authority's Local Offer](#)
3. [Holy Family SEN Information Report \(and Contribution to the Local Offer\)](#)
4. [Regulation 51, Part 3, section 69\(3\)\(a\) of the Children and Families Act, 2014](#)
5. Other key agencies who regularly work in partnership with us to support families and pupils:  
*Speech & Language Team, Bungalow Project, Bilingual Support, Attendance Officer, Student & Wellbeing*
6. [Holy Family Admissions Policy](#)
7. [Supporting Children at Holy Family with Medical Conditions](#)
8. Supporting Children in School with Medical Conditions, DfE May 2014 - [www.sendgateway.org.uk](http://www.sendgateway.org.uk)
9. 'Intimate Care Policy,' 2015 Carmel Education Trust
10. Accessibility Plan

### Improving the Curriculum Access at Holy Family School

Target	Strategy	Outcome	Timeframe	Achievement
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All staff participate in CPD related to SEND to support pupils learning	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of SEND children's needs with regards to accessing the curriculum	Sept 2016	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	July 2016	Increase in access to all school activities for pupils with SEND
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Sept 2015	Increase in access to the National Curriculum

**Improving the Delivery of Written Information**

Target	Strategy	Outcome	Timeframe	Achievement
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Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Dec 2015	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Dec 2015	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Dec 2015	Delivery of school information to pupils & parents with visual difficulties improved.

Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Autumn Term 2015	School is more effective in meeting the needs of pupils.
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Improving the Physical Access

Item	Activity	Timescale
Staircases	Colour-contrasted strips on edge of steps	December 2015

11. If you wish to discuss the contents of this policy or have any other concerns regarding the SEND provision at Holy Family, please contact:

The coordinator of SEND provision (SENCo) - Mrs T Atkinson  
- [admin@holyfamilyprimary.org.uk](mailto:admin@holyfamilyprimary.org.uk) or 01325 380821.