



# Special Educational Needs Policy

## Policy Review

This policy was adopted and agreed by the Governing Body on 14<sup>th</sup> December 2023 and will be reviewed in full by the Governing Body every year.

It is due for review in the Autumn term 2024.

Signature  Interim Executive Headteacher Date: 14<sup>th</sup> December 2023

Signature  Chair of Governors Date: 14<sup>th</sup> December 2023

## Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	12.12.22	SF/LW	FGB	Internally raised policy.
2	14.12.23	FS	FGB	Update to SENDCO name.
3				
4				

***All the governors and staff of Holy Cross Catholic Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.***

## Aims

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

**Holy Cross Catholic Primary School values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning; Holy Cross embraces an inclusive ethos.**

This policy should be read in conjunction with the following school policies and documents:- Local Offer for SEND, Safeguarding Policy, Child Protection Policy, Behaviour Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Equality Information & Objectives.

**Please refer to Isle of Wight Local Authority published local offer for additional information. Follow the link on our SEND page on the school web site:**

<https://www.iow.gov.uk/localoffer>

## Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2015](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2015](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

## Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **Section A – Special Educational Needs Provision at Holy Cross Catholic Primary School**

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the Foundation Stage and National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

### **Objectives:**

- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their family/carers.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To identify and provide for pupils who have special educational needs and additional needs as early as possible.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To use high quality inclusive teaching to offer an inclusive curriculum and underpin the learning experience of all pupils to ensure the best possible progress whatever their needs or abilities.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To ensure, where possible, that pupils participate and are involved in the process of information gathering and reviewing progress.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010.
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

## **Section B – Arrangements for Full Access to a Broad and Balanced Curriculum**

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets, which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum. (Code of Practice 2015)

All children are entitled to full and equitable access to the National Curriculum and high quality teaching. Holy Cross Catholic Primary School sets out to ensure that:

- All efforts are made to overcome individual pupils' barriers to learning.

- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress.
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task.
- The successes and achievements of all pupils are celebrated through the school's reward system.
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued.
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

## **Section C – Identification, Assessment and Response**

### **1. Identifying needs at Holy Cross Catholic Primary School**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **2. Assessing needs: If a child does not make adequate progress compared to peers, their starting point or previous attainment, this would raise concerns that they had learning difficulties.**

Holy Cross Catholic Primary School aims to identify children not making adequate progress as early as possible, using a process of summative and formative assessments and observations. Formal assessments in English and Maths are made at three key Milestone points during the year. Following key Milestone points, Pupil Progress meetings are held to review and plan for the progress and attainment of pupils.

Teachers record incidents on CPOMS, tagged 'Staff Observation: Possible SEND' to record and monitor pupils whose progress raises concerns. The teacher will discuss the evidence gathered with the SENDCO to carry out clear analysis of the pupils' needs. The SENDCO then gives guidance as to how the teacher could further support the pupil.

Additional assessments may be made to inform this support. If additional provision or different provision normally available to pupils of the same age is needed, the parents will

be consulted, and the pupil will be put on the SEND register. A Pupil Passport will be written to identify how the needs are to be addressed and outcomes identified. For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals.

Teachers use CPOMS to record observations about pupils. Formal opportunities are given half-termly to identify and discuss pupils whose progress raises concerns. Staff may also raise concerns with the SENDCO outside of these formal meetings. Concerns are discussed with the SENDCO to carry out clear analysis of the pupils' needs. The SENDCO then gives guidance as to how the teacher could further support the pupil. Additional assessments may be made to inform this support. If additional provision or different provision normally available to pupils of the same age is needed, the parents will be consulted and the pupil will be put on the SEND register. A Pupil Passport will be written to identify how the needs are to be addressed and outcomes identified. For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals.

### **3. Graduated Response**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2015)

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice (January 2015):

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health.
- Sensory and/or physical

Many children will have inter-related needs. These broad categories give an overview of the range of needs we plan for at Holy Cross Catholic Primary School, but we consider the needs of the whole child, which will include not just the special needs.

Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's Pupil Passport. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. This process will be carried out termly in line with the assessment and monitoring policy.

### **Assess**

The teacher identifies pupils with learning needs in the class; this involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

### **Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Pupil Passport with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. To track a child's long-term progress and level intervention he/she will be included on the SEND register by the SENDCO.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The pupil's response to the support can help identify their particular need. The impact on progress, development and or behaviour that is expected will be recorded by the class teacher and other staff and summarised on the Pupil Passport.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. If necessary, outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point: to advise on early identification of SEND, where little or no progress is made over a sustained period and where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

The majority of children and young people with SEND will have their needs met within the school – effectively at 'school level'.

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress with this additional and different intervention and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources, he or she will not be identified with special educational needs and be removed from the SEND register.

However, the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at Holy Cross Primary School. Where this is the case, we will gather all the information in the format required by the LA to request an assessment of education, health and care needs.

### **Referral for an Education, Health and Care Plan**

If a child has significant long-term difficulties, he/she may undergo a Statutory Assessment process by the Local Authority, which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals.

A request for an assessment must be supported by evidence of long term and sustained need for support, which cannot reasonably be met by the school SEND budget.

## **Section D – Managing Pupils on the SEND Register**

### **1. Named Staff**

SENDCO: Mrs Frances Smith

### **2. Arrangements and responsibilities for coordinating and monitoring the graduated response. General Monitoring:**

The SENDCO updates information about pupils on the SEND register, as changes occur. Class Teachers meet with the SENDCO to discuss pupils on the register.

#### **2a. Class Teachers**

The Class Teacher is responsible and accountable for progress and development of all pupils in their class:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCO.
- Planning and delivering differentiated interventions for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- Informing parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEND documentation in accordance with the SEND Code of Practice and liaising with the SENDCO, parents and pupils.
- Collaborating with the SENDCO to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach, collaborating with outside specialists and work with the advice of the specialists to plan outcomes and provision.

- Planning with teaching assistants to ensure quality provision for pupils with SEND, focussed on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

The Class Teacher is responsible for deploying support staff effectively and ensuring teaching is adapted to respond to the strengths and needs of all pupils, including those with SEN.

## **2b. SENDCO**

In line with the recommendations in the SEND Code of Practice 2015, the SENDCO will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school SEND register.
- Identifying through provision mapping those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with an Education Health and Care Plan.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with and advising all staff on the graduated approach.
- Liaising with parents of children with SEND, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on Pupil Passport paperwork.
- Termly review of progress against expected outcomes as identified on Pupil Passport paperwork by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff.
- Carrying out an Annual Review for all pupils with an Education Health Care Plan.
- Implementing a programme of six-monthly reviews for Early Year pupils with Education Health Care Plans.
- Carrying out referral procedures to Local Authority to request High Needs funding and an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant longterm support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners.
- Working with Early Years staff and Isle of Wight Early Years support team to ensure successful transition into school or from other EYs settings for children with identified SEND.
- Ensuring interventions for SEND pupils are effective and evidence based.
- Evaluating regularly the impact and effectiveness of additional interventions for SEND pupils.
- Liaising closely with a range of outside agencies to support SEND/vulnerable learners in consultation with parents.
- Attending LA SENDCO network meetings and training as appropriate.



- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising with NHS medical professionals where appropriate, to ensure care plans have been completed and information is shared on a need to know basis.
- Working as part of the Senior Leadership Team to ensure SEND information is shared with staff and SEND is included in the school development plan.
- Reviewing the SEND policy and ensuring up to date information is on the school website within the appropriate time frames.

## **2c. Headteacher**

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- 2d. The Governing Body is responsible for:
  - Ensuring that the best possible provision is made for all pupils with SEND.
  - Monitoring the quality and effectiveness of SEN and disability provision within the school.
  - Ensuring information about the implementation of the policy for SEND is published on the school website and this is updated annually.
  - Ensuring the integration of pupils with SEND in the school community.
  - Ensuring that the budget for SEND is allocated appropriately.
  - Electing a designated SEND Governor to liaise with the SENDCO.
  - Defending the school should a complaint be brought to the SEND and Disabilities Tribunal.

## **3. ADMISSION ARRANGEMENTS**

- Pupils identified with low level SEND have the same rights of admission as all other prospective pupils.
- The school follows the Isle of Wight Local Authority School Admissions Policy, which can be found on the school website.
- Pupils with Education Health Care Plans are admitted following LA policy and ensuring that the school can meet their needs under the Code of Practice 2015.

## **4. Transitions**

- Early Years staff make contact with other Early Year providers in the term before the child enters the Reception year group.
- Home and preschool visits are made for exchange of information.
- Additional visits are made for children with identified SEND if needed.
- Close links exist with the secondary schools to which pupils transfer in September each year.
- Meetings are held between SENDCO/Inclusion Manager of secondary school providers at which SEND documents are discussed and exchanged.
- Additional visits are made for pupils with EHC Plans.
- Staff from the secondary school providers are invited to attend the annual review and any other relevant meetings held in the Summer term.

## **SECTION E – SUPPORTING PUPILS AND FAMILIES**

See Local Offer details from the Local Authority via the school website SEND & Family Support.

### **1. Contacts and meetings**

Parents and carers are always welcome to the school. At Holy Cross Catholic Primary School, working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs; therefore, we maintain an open door policy.

There are regular, planned meetings with parents in the Autumn, Spring and Summer term to set up and review progress documented on the Pupil Passport. Parents may phone or call to make an appointment to see staff whenever necessary.

Written reports are issued at the end of each academic year in July.

For children with Education Health Care Plans, the annual review is held around the date of issue and a representative from the LA SEND Team is invited to attend along with any other professional deemed appropriate via consultation with parents and the school.

For Early Years children with an Education Health Care Plan there are 6 monthly reviews. Parents/guardians and pupils are invited to contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have any additional information or concerns, an interim review can be arranged at any time throughout the academic year.

Following consultation, parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

### **2. Support and advice**

Mrs Lucie Banks, Head of School, is available to support parents with any questions or worries about their child or home life. If parents wish she is available to support them in meetings with other members of staff.

The school recommends and introduces parents to the service of SENDIASS (Special Educational Needs and Disability Information and Advisory Support Service) who support parents with SEND issues and is independent of the school and the local authority.

Telephone: 01983 825548.

Email: SENDdiass@iow.gov.uk Website: www.iwpp.co.uk

### **3. Parent and pupil views**

One of the key principles of the 2015 Code of Practice is that it puts children, young people and their families at the heart of the legislation. At Holy Cross Catholic Primary School, parents' opinions and aspirations for their children will be taken seriously.

In the four-part cycle of Assess-Plan-Do-Review, parents will have an opportunity to be part of the planning process for both short and long-term outcomes. For formal annual/interim reviews, pupils contribute their voice in a style and format most suited to their age and

aptitude. When applying for an EHC plan, part of the formal application is for families to outline their short and long-term aspirations for their child. The SENDCO will discuss this process with them before an application is completed and support can be arranged if required.

#### **4. Dealing with Complaints around SEND**

Parent/carer complaints are initially dealt with at the school through the school's Complaints procedures, which is available on the school website.

Parents may also contact the Local Authority who will then contact the school.

The parents may go to SEND/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice <http://www.ipsea.org.uk/>

At any stage in the complaint process parents may request the advice of SENDIASS, (see address above).

### **SECTION F – SUPPORTING PUPILS WITH MEDICAL CONDITIONS OR A DISABILITY**

See school website for the policy, 'Supporting Pupils with Medical Conditions.'

Holy Cross Catholic Primary School recognises that children with medical conditions should be properly supported so 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 Holy Cross Catholic Primary School will comply with its duties under the Equality Act 2010.

Some children may also have SEND and may have an Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; Holy Cross Catholic Primary School follows the 2015 SEND Code of Practice for these children.

#### **1. Facilities at Holy Cross Primary School for children with medical conditions, disability and SEND**

Holy Cross Catholic Primary School has a disabled toilet in the main building and permanent ramps to enable wheelchair access to the ground floor of the building. Due to the age of the building, the first floor is not accessible to wheelchair users. However, year group classroom allocated is not fixed and classrooms on the first floor could be relocated to the ground floor if required.

Provision of information in a wide range of formats as well as increased access are all part of the School's Accessibility Plan.

### **SECTION G – TRAINING AND RESOURCES**

#### **1. Funding**

Funding for SEND is received from the following sources:

- SEN notional budget (also known as SEN delegated budget or element 2)

- Education Health Care Plan 'top up' or element 3 funding according to the Isle of Wight SEND funding system.
- Pupil Premium (if eligible).
- Additional money allocated from the school budget.

Spending and provision for pupils with EHC plans are monitored annually by the LA.

Funding is used to provide: SENDCO, Teaching Assistants who support SEND pupils in class and in small groups, additional adults for pupils with EHC plans, staff training and additional staff to support children during lunchtimes where necessary. Appropriate books, computer programmes and recommended equipment are purchased for SEND pupils across the school.

Specialist services, including Educational Psychology services, are bought in from Hampshire/ Isle of Wight where needs are identified.

## **2. In-service Training for staff in relation to SEND**

Training needs for the staff for SEND are identified via appraisal reviews and the Learning Development Plan.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school identifies training need, linked to the Learning Development Plan, from the Hampshire and Isle of Wight Workforce Development training offers, Isle of Wight Governor Services, and through Service Level Agreements with relevant services e.g. Education Psychology.

Regular updates to inform staff about SEND, including statutory legislation, are built into the Staff Training Professional Calendar.

The SENDCO attends SENDCO network meeting every term and disseminates key messages and learning to the whole school team.

## **3. Links with Support Services for SEND and disabilities**

Parental consent is always sought before the school requests involvement of any outside agency. These include:

- Hampshire Educational Psychology Team – bought in service with hours used according to school and pupil need as identified.
- Sensory Team (Visual and Hearing) – support and advice is sought according to need.
- Speech & Language therapy for pupils in early Years through the NHS.
- Access to the School Nurse.
- Outreach support from specialist schools to share good practice and benefit from their expertise and resources e.g. Island Learning Centre.

Additional services are bought in as agreed at progress meetings as part of the graduated approach. The school also works closely with specialist services including: NHS Physiotherapy, Occupational Therapy, Virtual School for Children in Care, Education & Inclusion, Early Years Advisor, Social Services, Young Carers and Therapists.

#### **4. Evaluation of SEND in Holy Cross Catholic Primary School by the Governing Body**

The Headteacher and SENDCO provide regular reports to the Governing Body including: the number of pupils on the SEND Register; the number of EHC plans and provision for those pupils; provision across the school; resources; funding; deployment of Teaching Assistants; and progress made by pupils with SEND.

The named Governor responsible for SEND is Mrs Catrina Millington who meets termly with the SENDCO.