

Holy Cross Catholic School



Special Education Needs and Disability Policy – SEND

Mission Statement

Every day is a journey with Christ.
As one community, we inspire, encourage and challenge each other
to become confident, independent learners.
We live, grow, learn and pray together in faith,
showing God's love in all we do and say.

Policy Date:	October 2022		
Last Review:	October 2021	Next Review:	October 2023
Ratified by Governors:	Autumn term 2021		
Chair of Governors:	Hilari Chetwood		
Head Teacher	Karen McVea		

Contact Details

The staff members responsible for coordinating and managing provision are Ann Sebastian (Special Educational Needs and Disability Coordinator – SENCo) and Karen McVea (Head Teacher)

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The School Governor with responsibility for SEND is Hilari Chetwood.

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

SEND Code of Practice (2014)

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE Feb 2013)
- SEND Code of Practice 0-25 (Sep 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance of Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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A Catholic Perspective

“Flowing from their rebirth in Christ, there is a genuine equality of dignity and action among all of Christ's faithful. Because of their equality they all contribute, each according to his/her own condition and office, to the building up of the body of Christ.”
(Code of Canon Law, n.208)

Holy Cross Primary School was founded by the Dominican Fathers in 1824. A school was started next to Holy Cross Church, in St Kemal's Hall, where it flourished with voluntary teachers and pupils. Since then, it has outgrown two premises and is now serving the Catholic community on Stonesby Avenue in “a school both intimate in its care for each individual child and catholic in its culture.” The special provision of education within a Catholic Ethos has been possible for countless children at the school since that time.

The Church teaches us that we are one body in Christ, each of us created in God's image. God loves us as we are, with our individual gifts and limitations, strengths and weaknesses. Each person has a unique vocation and mission, and we are called to value the difference and equal dignity of every person.

“Jesus said, “Let the little children come to me and do not hinder them, for the kingdom of heaven belongs to such as these.”
(Matthew 19:14)

All children should have the opportunity to experience God's kingdom and Catholic schools have a responsibility to do everything possible to ensure that they are inclusive of all children.

The Bishop's Conference of England and Wales has published a document entitled **‘Valuing Difference’** (November 1998). It promotes the full participation of people with disabilities in the life of the Church and outlines practical ways that access and inclusion in Church activities can be improved.

“Our task, as members of the Church, is to translate Christ's message of inclusion into practical action, so that the contribution of each member is respected and nurtured. This is our shared mission. For just as each of us receives the gift of the Holy Spirit through baptism, so we can grow as a Church through the gifts each of us brings to the body of Christ. Active participation needs therefore to be accessible to all.”
(Valuing Difference, 1998)

Aims and Objectives

Aims

The aims of Holy Cross Catholic School are guided by the SEND Code of Practice 2014 and the principles expressed in our mission statement.

We aim to raise the aspirations of and expectations for all pupils with SEND, while focussing on the whole child and not narrow measures of achievement and attainment.

We encourage, in all members of our school, a code of positive behaviour which promotes consideration for and tolerance of the needs of others. We believe that every child should feel able to make a valued contribution to school life in order that self-confidence and self-esteem can develop.

We believe that every teacher is a teacher of every child or young person, including those with SEND. We believe that all children should be able to raise their levels of achievement through:

- Accessing an appropriate curriculum that is broad and balanced alongside their peers.
- Having their curiosity, interest and enjoyment in their education stimulated.
- Being helped to lead full and productive lives helping them to become valuable members of society, both now and in the future.
- Making good progress towards their agreed targets.

We believe that every child with SEND is unique, and support should be personalised and adapted as needed, with the views and wishes of each child and their family at the centre.

Objectives

Class teachers are responsible and accountable for the progress and development of children in their class through high quality teaching and learning.

If children are not making progress as expected, the school will:

- review provision
- identify children's needs, working within the guidance provided in the SEND Code of Practice 2014
- Operate a 'whole pupil, whole school' approach to management and provision as and when necessary.
- Provide support and additional CPD to improve teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the most common SEND encountered in their classes.

Through this we will ensure that all students:

- Achieve their best
- Become confident individuals living fulfilling lives.

Identifying Special Educational Needs

The SEND Code of Practice (2014) identifies four broad areas of need:

1. Communication and Interaction, including:

- a. Speech, language and communication needs (**SLCN**), where a pupil has difficulty communicating with others.
- b. Autistic Spectrum Disorders (**ASD**), including Asperger's Syndrome and Autism, where a pupil is likely to have particular difficulties with social interaction.

2. Cognition and Learning, when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- a. Moderate Learning Difficulties (**MLD**)
- b. Severe Learning Difficulties (**SLD**), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- c. Profound and Multiple Learning Difficulties (**PMLD**), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- d. Specific Learning Difficulties (**SpLD**), which affects one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties. They include:

- a. Wide ranging social and emotional difficulties which manifest themselves in many ways e.g. becoming isolated or withdrawn, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- b. Attention Deficit Disorder (**ADD**)
- c. Attention Deficit Hyperactive Disorder (**ADHD**)
- d. Attachment Disorder

4. Sensory and/or Physical Needs, including:

- a. Vision Impairment (**VI**)
- b. Hearing Impairment (**HI**)
- c. Multi-Sensory Impairment (**MSI**)
- d. Physical Disability (**PD**)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, children may have needs across a number of areas, and their needs may change over time. The school identifies the needs of pupils by considering the needs of the whole child, not purely their special educational needs.

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Holy Cross Catholic School also recognises other factors that may impact on progress and attainment, but are not regarded as SEND, including:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- 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

We accept the principle that pupils’ needs should be identified and met as early as possible to improve their long-term outcomes.

A Graduated Approach to SEND Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through:

- Learning walks
- Book looks
- Pupil interviews and focus groups

Teachers are then supported to develop strategies to identify and support vulnerable pupils and to improve their understanding of the SEND most frequently encountered.

In deciding whether to make special educational provision, the teacher and the SENCo consider all 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. Pupils are only identified as SEND if they do not make adequate progress once they have had intervention/adjustment and good quality personalised teaching.

Before placing a child on the SEND Register, the desired outcomes for the pupils are considered, in collaboration with the SENCo, parents and pupil, and including the expected progress and attainment as well as the views and wishes of the pupil and parents. This then helps to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is required.

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For higher levels of need, we are able to draw on more specialised assessments and advice from external agencies and professionals, such as Educational Psychologists, Social, Emotional and Mental Health Services and Speech and Language Therapists.

If, at the review stage, the SENCo and external specialists consider that information gathered about the pupil is insufficient then, with the parents' consent, further information will be sought from other outside professionals. If the decision is made by the school to request an EHC plan from the Local Authority, this decision will be taken in consultation with parents and external agencies. The school will ensure that parents are aware in general terms of the purpose and nature of formal assessment and will inform them that the Local Authority will be writing to them to explain the detailed arrangements. The parents and student will always be involved in this process.

Managing Pupils Needs on the SEND Register

Students will only be placed on the SEND register in consultation with parents. Parents will be consulted at least three times each year whilst their child remains on the register. When a pupil has been identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This support takes the form of a four part cycle: **'Assess, Plan, Do, Review'**.

The four part cycle will be recorded as part of a Provision Summary and placement on the register will be reviewed each term by the SENCo. A copy of all documentation will be held by the SENCo in the student's SEND file. Parents and students will be involved in the review and informed of progress by meeting together. The teacher is responsible for evidencing progress according to the outcomes/targets agreed for each pupil.

Planning for each individual pupil is directly targeted towards achieving the agreed outcomes. This may include making use of Leicester City's Local Offer, in addition to the provision available in the school (information about this can be found on the school website).

The 'Best Endeavours and Reasonable Adjustments' (BERA) documents are referred to throughout the 'assess, plan, do, review' process to ensure that appropriate provision is being made for children with SEND. BERA audits are completed annually and used to improve provision (in class and whole school).

Where additional support/specialist services are required, the SENCo is responsible for engaging and monitoring it, in collaboration with the Head teacher. Before requesting additional support, parents and pupils are informed and asked for any contributions they would like to make to the referral process. Depending on the additional support/specialist services required, the school will then fill out the necessary referral form, in consultation with parents, pupils and teachers. This can include:

- FYPC form (Speech and Language Therapy)
- EYST (Early Years Support Team)
- SEMH (Social, Emotional and Mental Health)
- LCI (Learning, Communication and Interaction)
- EP (Educational Psychology)

If the school identifies that additional funding and support are needed from the LA High Needs Block, the school will apply for Element 3 Funding.

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Criteria for Exiting the SEND Register

Once pupils are making expected progress or no longer need additional provision, after consultation with parents and the pupil, they will be removed from the register.

Supporting Pupils and Families

The LA local offer can be found at <http://families.leicester.gov.uk/local-offer/> or via a link on the school website.

The school has a statutory requirement to provide a **SEND Information Report**. This has been broken down into questions on the SEND section of the school website, to make the information more accessible.

The school employs a fulltime 'Pupil Wellbeing Lead', who provides support for families and children. The school also employs a behaviour mentor fulltime, who provides additional social and emotional support for children.

The CMAT employs an educational psychologist and the school is able to refer children for assessment advice if needed.

The school also has links with various external agencies to support the family and the pupil, including:

- Educational Psychology Service (EPS)
- Early Years Support Team (EYST)
- Special Education Service (SES)
- Learning, Communication and Interaction Support Team (LCI)
- Social, Emotional and Mental Health Team (SEMH)

Effective working links are also maintained with:

- School Nurse
- Speech and Language Therapy
- Surestart
- Social Services
- Educational Welfare Service

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision, in line with the **School Admission Policy** (which can be found on the school website).

The year 6 teacher, the SENCo, the Assistant Head Teacher and the Head Teacher are responsible for ensuring that SEND children can access exams and other assessments.

Transitions from class to class are managed and supported by class teachers. Nursery and reception children attend induction days prior to starting school in September. Any outside agencies involved with children due to start at the school contact the school to discuss children's needs and provision.

Every year, teachers hold hand over meetings and meet to discuss children's needs. Children spend time in their new classroom with their new teacher. Relevant paperwork and information relating to children's needs is updated and passed on to the new teacher.

Supporting Pupils at School with Medical Conditions

Holy Cross 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 a special educational need 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 as stated in the SEND Code of Practice (2014). A copy of our ***Policy for Supporting Pupils with Medical Conditions and Administering Care and Medication to Children with Medical Needs*** can be found on the school website.

Monitoring and Evaluation of SEND

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

The effectiveness of our provision for pupils identified as having special educational needs is tracked with whole school monitoring and assessment procedures by the Head, Assistant Head and SENCo, in the following ways:

- Learning walks
- Work sampling
- Teacher interviews
- Informal feedback from SEND staff
- Informal feedback from all staff
- Pupil interviews
- Pupil review meetings
- Monitoring progress towards agreed outcomes
- Movement on the register
- Attendance Records
- Provision mapping

Within specific provision, diagnostic assessment may be used to tailor the support more effectively.

The effectiveness of the SEND Policy will also be monitored by the governing body.

Training and Resources

The school regularly monitors teaching and learning, to maintain and develop the quality of our provision. Where this identifies CPD needs relating to SEND, staff will be provided with training. This will be specified in the SEND action plan and will be updated regularly. Input from external

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agencies will be actively encouraged. Courses that have been attended will be recorded in the CPD Folder.

All teachers and support staff will undertake induction on taking up a post. This will include a meeting with the SENCo, who will explain systems and structures around the school's SEND provision, and to discuss individual student needs.

The SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND, and to maintain links with other SENCos.

Roles and Responsibilities

All members of staff in school have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Members of staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education and Health Care Plan. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is class based and pupils centred.

The SEND Governor is Hilari Chetwood She will:

- Be involved in the planning, monitoring and implementation of the SEND Policy.
- Monitor the working of the SEND Department on a regular basis by formal meetings and email.
- Plan strategically to increase access to School premises and the curriculum to disabled pupils.

The Designated Teachers with specific Safeguarding responsibility are the Head Teacher, the Assistant Head Teacher, the Pupil Wellbeing Lead and the SENCo.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is the Head Teacher.

Storing and Managing Information

We manage record keeping in line with the requirements of the Data Protection Act 2018. Information collected about a child's SEND will be kept in different places according to its nature, but it is always confidential and will be communicated to involved persons with the knowledge and agreements of the child's parents, the Head Teacher or SENCo.

Confidential information of a sensitive nature (usually involving social service information) is kept in the Inclusion office and cannot be accessed without permission.

The SENCo keeps all information on each child on the SEND register in the Inclusion office. Staff have access to the historical details of any child with permission from the SENCo.

The SENCo ensures that up to date information is accessible electronically to the class teachers in their class inclusion files.

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The class teachers are responsible for ensuring that any support staff have either access or knowledge of relevant information.

Provision made for pupils with SEND is recorded accurately and kept up to date. We record details of additional or different provision made under SEND support, alongside teaching strategies and the involvement of specialists. Our **Data Protection Policy** can be found on the school website.

The SENCo ensures that information contained about SEND is transferred to any leaver's new school, including liaising with secondary schools and year 6 transfers.

Reviewing the Policy

In line with the new requirements for SEND (SEND Code of Practice 2014), the SEND Policy will be reviewed annually and any changes that are required will be approved by governors.

Accessibility

Holy Cross Primary School continues to improve access in line with the DDA (Disability and Discrimination Act) as amended by the SEN and Disability Act (2001). Our **Accessibility Plan** can be found on the school website.

The school has the following special facilities:

- wheelchair access to the front entrance
- a disabled toilet

In order to meet the learning needs of all pupils, teachers differentiate work within their 'Quality First Teaching'. They plan to meet individual learning needs within the classroom. Where pupils are identified as having special educational needs, the school provides for those additional needs in a variety of ways. The provision for pupils is related specifically to their needs and may include:

- Further differentiation of resources
- In class support for small groups with a teacher or teaching assistant
- Small group withdrawal with a teacher or teaching assistant
- Individual class support/individual withdrawal

Staff are informed if papers need to be enlarged for particular children, or if other additional resources are required (e.g. pen grips, writing slopes, overlays etc).

We have contact with Occupational Therapists, Physiotherapists, and specialist teachers for visual and hearing impairment when needed, to ensure that provision is effective and all children are able to access the curriculum.

The main school contact details can be found on the school website. Contact details for members of staff responsible for SEND can be found at the front of this policy and on the school website. Parents and carers can contact the school office to make an appointment to see the SENCo or Headteacher.

Dealing with Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

If there are problems concerning an EHCP, then the procedures set out in the Code of Practice (2014) will be followed.

If parents need support in accessing the complaints procedures, then this can be sourced via Leicester City Council.

Bullying

Holy Cross Catholic School is very proud of being an inclusive school. All incidents of bullying are dealt with in line with the school's ***Behaviour Policy***, which can be found on the school website. Anti-bullying is addressed in assemblies, anti-bullying week and PSHE lessons.

Abbreviations

LCI	Learning, Communication and Interaction Support Team
CPD	Continuing Professional Development
EHC	Education, Health and Care Plan
EMHS	Emotional and Mental Health Support Team
EP	Educational Psychologist
EPS	Educational Psychology Service
EWO	Education Welfare Officer
EYST	Early Years Support Team
HI	Hearing Impairment
LA	Local Authority
SALT	Speech and Language Therapy Service
SATs	Standard Assessment Tests
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Coordinator
SMO	School Medical Officer
SNTS	Special Needs Teaching Service
SPA	Single Point of Access
VI	Visual Impairment