

Holy Cross Catholic School



Special Education Needs Policy – SEN

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 2025		
Last Review:	October 2024	Next Review:	October 2026
Ratified by Governors:			
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 Coordinator – SENCo) and Karen McVea (Head Teacher)

Their contact details are as follows:

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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 (2015)

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1. Aims and Objectives

Aims

The aims of Holy Cross Catholic School are guided by the SEND Code of Practice 2015 and the principles expressed in our mission statement.

We aim to:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND with access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Raise the aspirations of children with SEND and help them to achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives, making valued contributions to school life and the school community.
- Focus on the whole child and not narrow measures of achievement and attainment.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.

We believe that every teacher is a teacher of every child or young person, including those with SEND. 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. Class teachers are responsible and accountable for the progress and development of children in their class through high quality teaching and learning.

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.

2. Vision and Values: 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.

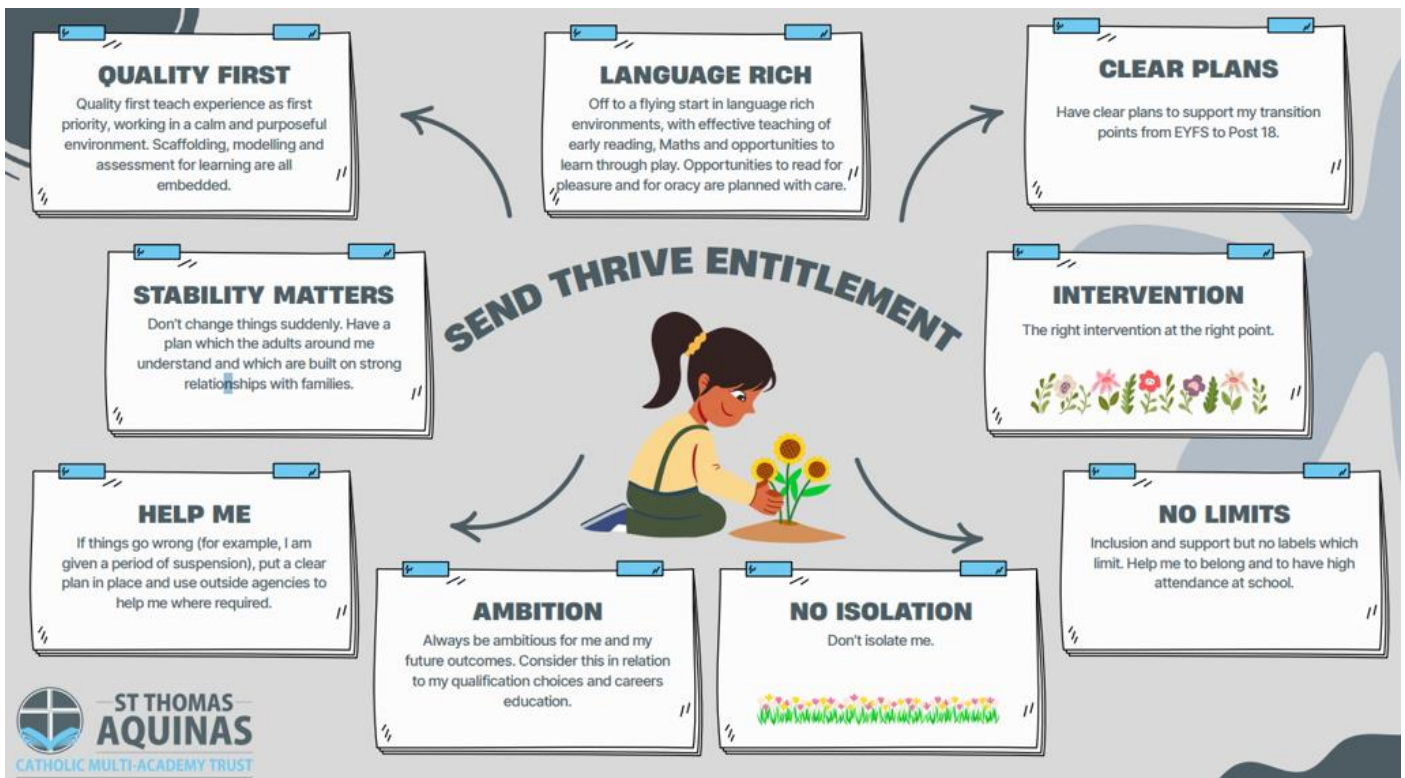
“Jesus said, “Let the little children come to me and do not hinder them, for the kingdom of heaven belongs to such as these.”
(Matthew 19:14)

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)

The St Thomas Aquinas CMAT Vision for SEND



3. Legislation and Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE Feb 2013)
- Part 3 of the Children and Families Act (2014)
- The Special Educational Needs and Disabilities Regulations (2014)
- Schools SEND Information Report Regulations (2014)
- The School Admissions Code
- The Governance Handbook
- Safeguarding Policy
- Accessibility Plan

4. Inclusion and Equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We value a wide range of achievements and experiences and celebrate different ways of participating in the school community.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Identifying Special Educational Needs

Special Education Needs:

A pupil has special educational needs (SEN) if they have a learning difficulty or disability that requires 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 most 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.

Disability:

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need:

The needs of pupils with SEND are grouped into four broad areas. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia. • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression, or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

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 several 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.

6. Roles and Responsibilities.

The SENCO

The SENCO at our school is Ann Sebastian.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Ensure children have access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.

The SEND link governor

The SEND link governor is Hilari Chetwood.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

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- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents' concerns and agree their aspirations for the pupil.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.

Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - Invited to termly meetings to review the provision that is in place for their child.
 - Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
 - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
 - Given an annual report on the pupil's progress.
- The school will consider the views of the parent/carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEN and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

7. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEN Support

Identifying pupils with SEN and assessing their needs.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies.

- They have an education, health, and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider any concerns the parents have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded in the child's SEN file and will be made accessible to staff in the pupil's support plan and on the school provision map.

Parents will be informed about planned support and interventions at least once termly.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

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Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support considering the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

- **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

- **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

- **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil voice activities

- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans and SEND reviews for other pupils on the SEND register.
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Regular training will be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Special Educational Needs and Disabilities Support Service (SENDSS) including:
 - Learning, Communication, and Interaction (LCI) team
 - Social, emotional, and mental health (SEMH) team
 - Early Years Support Team (EYST)
 - Hearing impairment (HI) team
 - Visual impairment (VI) team
- Educational psychologists
- The Virtual School
- Occupational therapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

Admission arrangements

In accordance with legislation pupils with an Education Health and Care Plan (EHCP) (a plan made by the Local Authority under Section 37 of the Children and Families Act 2014 which specifies the special educational provision required for a child) which names the school will be allocated a place first. See admissions policy for further information.

Accessibility arrangements

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.

Special Educational Needs Policy

The school has the following special facilities:

- wheelchair access to the front entrance
- a disabled toilet

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 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 can access the curriculum.

12. Complaints about SEN provision.

Where parents have concerns about our school's SEN provision, they should first raise their concerns informally with the class teacher, SENCO or headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEN provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. 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. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If parents need support in accessing the complaints procedures, then this can be sourced via Leicester City Council. Alternatively, parents can contact the 'Special Educational Needs and Disability Information Advice and Support Service' (SENDIASS) for support and advice (see contact details below).

SENDIASS

0116 482 0870

info@sendiassleicester.org.uk

13. Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEN policy. We will evaluate how effective our SEN provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents

Monitoring the policy

This policy will be reviewed every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy