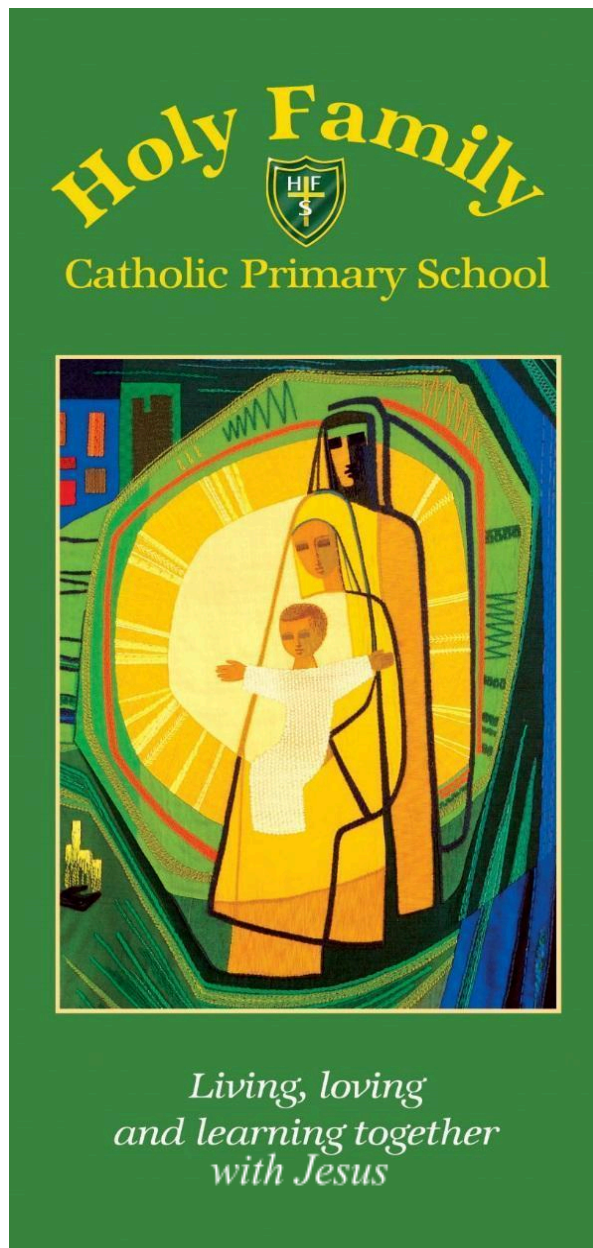


# Holy Family Catholic Primary School



## **INCLUSION/SPECIAL EDUCATION NEEDS and DISABILITIES (SEND) POLICY DOCUMENT**



# Inclusion/Special Educational Needs Policy

## Introduction

The policy has been written in line with the School's Mission Statement.

*'In our Catholic School, with God at the centre of our lives, we offer every child a high standard of education. We meet individual needs, in a caring and loving community, which celebrates our faith'.*

**.....Living, Loving, Learning Together with Jesus.....**

Our Mission Statement values the individuality of all of our children and we endeavour to give them every opportunity to achieve the highest standards.

## Our Ethos

We strive to offer an 'Inclusive education', providing support to all learners and ensuring that each child is fully involved in the learning process.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. This is achieved through the attention we pay to the different groups of children within our school:-

- Girls and boys.
- Children with Special Educational Needs/Disabilities (SEND).
- Children for whom English is an additional language (EAL).
- Minority ethnic and faith groups.
- Children with additional health needs.
- Children in receipt of pupil or service premium.
- 'Looked After' children (LAC) and previously looked after children (PLAC).
- Children who are at risk of disaffection or exclusion.
- Travellers or asylum seekers.

## Definition of SEN and DISABILITY (SEND)

The SEND Code of Practice was revised in 2014. At Holy Family School we use the definition for SEND from the Code of Practice it states:

**'SEN: A pupil has SEN where their learning difficulty or disability calls for special education provision, that is provision different from or additional to that normally, available to pupils of the same age.'**

## Principles

Principles that are fundamental to the Inclusion/SEND policy of Holy Family School are:-

1. All aspects of the curriculum should be accessible to all pupils, regardless of ability or disability.
2. All pupils should be given equal opportunity to fulfil their potential in a socially and educationally integrated setting.
3. The education of all pupils with SEND is the responsibility of all staff.
4. The views of parents and pupils are sought and valued.

## **Our aims**

All children will have a positive and inclusive primary school experience that builds their self-esteem and independent learning skills for their future; so that they feel confident and ready to transition to the next phase of their education when they leave us. Ensuring that children with SEND or EAL needs and those who are disadvantaged reach their full individual potential and have complete curriculum access, that is adapted and differentiated to meet their needs where appropriate.

Parents/carers and children are all part of the assess, plan, do, review cycle; and that by establishing and maintaining positive relationships with parents/carers they will feel able to comfortably approach the school to share any concerns or worries they may have regarding their child/ren.

We will continue to seek opportunities to audit, evaluate and collaborate with others, so that we can develop and improve our practice, through for example maintaining our Inclusion Quality Mark. We will continue to enhance through CPD our specialist in house inclusion team made up of our EAL champion, speech, language and communications assistant and pastoral lead.

## **Categories of Need - SEND**

The 'Code of Practice' outlines the main areas of need as:-

### **1. Communication and Interaction**

'Children and young people with Speech, Language and Communication Needs (SLCN) have difficulty in communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.' (2015 Code of Practice chapter 6)

The above description will also relate to children who have been identified as being on the Autistic Spectrum (ASD).

### **2. Cognition and Learning**

Additional support for pupils with learning difficulties may be needed when they learn at a slower pace than their peers, even with appropriate class differentiation.

Learning difficulties cover a wide range of needs such as:-

- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD).
- Profound and multiple learning difficulties (PMLD).
- Specific learning difficulties (SpLD) which includes a range of conditions such as Dyslexia and Dyscalculia.

### **3. Social, Emotional and Mental Health.**

'Children may experience a range of social and emotional needs which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour.' (2014 Code of Practice)

Such behaviours may reflect a range of underlying mental health difficulties such as:-

- Depression.
- Anxiety.
- Self-harming.
- Eating disorders.

Pupils may also have disorders such as ADHD or attachment disorders.

#### **4. Sensory and/or Physical Needs**

Some children require additional provision because they have a disability which hinders or prevents them from making use of the educational facilities generally provided. Children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will need specialist support and/or equipment to access their learning.

Children with a physical disability (PD) will also require additional support and equipment to enable them to access the opportunities available to their peers.

##### **How we do this:**

##### **Identification, Assessment and Provision**

For some children SEND can be identified at an early age.

Liaison with nurseries will often identify pupils who will need additional provision.

Contact with parents prior to the child's admission will also provide further information. Agencies such as Early Help, Essex SEND operations, social care and the school health visiting team may where appropriate also be involved in transition and help inform school if a pupil has an additional need. A small number of children will join the school with an Educational Health Care Plan (EHCP) already in place.

Early identification is very important in order to ensure that the needs of the child are being met as fully as possible. In addition to early identification on-going procedures are in place.

A range of assessments and monitoring procedures to track pupil progress include:-

- Early years baseline assessment on entry.
- An Early Years profile building on early years learning.
- Half-termly class pupil progress meetings (LSAs and class teachers).
- SENCO and class teacher liaison.
- Age-related National curriculum expectations.
- On-going Teacher formative assessment.
- Year 1 phonics screening.
- Summative tests and data.
- STAR reading.
- SWST spelling (single word spelling test).
- Spelling shed.
- TTRS.
- Observations.
- 'Essex Recommended Assessments for Identifying the needs of pupils with SEND' resource.

A process of on-going teacher assessments at least four times a year in liaison with the school leadership team identifies those pupils making less than expected progress for their age and individual circumstances.

The initial response is Quality First Teaching in class with appropriate adaptation, differentiation and monitoring.

Where progress continues to be a cause for concern the class teacher will discuss their concerns with the Inclusion Manager/SENCO

At this stage extra interventions may be put in place and monitored.

In deciding whether special educational provision should be put in place the SENCO, class teacher and learning support assistant will gather information about the child's progress as well as considering the views of the parents and pupil.

Where appropriate, the school will seek additional advice from outside agencies. Such agencies include:-

- Educational Psychology Service.
- Inclusion Partner / Specialist Teacher Service.
- Speech and language therapy service.
- SET CAMHS (Southend, Essex and Thurrock Child and adolescent mental health services).
- Essex child and family wellbeing Service.
- Provide Paediatric health team.
- Virtual School.

If it is considered necessary that the support required for a child is 'different from or additional to what is normally available', the child will be placed on the SEND register at SEN Support. The child will have a One Plan which will be reviewed termly in addition to the usual class teachers and pupil/parent progress reviews and the annual school report.

A small number of pupils will have a higher level of need (~~HN~~) and will have a more detailed one plan and may have an EHCP (education, health and care plan). Where a pupil has an EHCP, they will also have an annual review, where their EHCP will be reviewed in more detail.

At each of the above stages we believe in a person-centred approach to information gathering and will always consider the views of parents and pupils.

Through an ongoing process of assess, plan, do, review we aim to ensure that we are constantly reviewing how we are meeting the child's needs. The use of One Plans helps to inform the review process.

We use a system of Assess, Plan, Do, Review. A brief summary of this system is:-

- Assess – information about progress and barriers to learning.
- Plan – targets and outcomes.
- Do – The class teacher/LSA working with the pupil on their plan.
- Review – The impact of interventions/support.

### **Monitoring and Evaluation of SEN**

The quality of provision is monitored regularly.

The school aims to use interventions which have proved to be effective, examples include:-

- Toe by Toe.
- Paired reading.
- Precision teaching
- Nesy reading and spelling.

The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:-

- Pupil tracking data and test results, including formative and summative assessment.
- Progress against individual targets.
- Pupils' work in class.

### **SEND Record Keeping and Administration**

All members of staff have access to:

- The whole school SEND register.
- A speech and language, EAL and Pastoral register.
- Pupils' individual One Plans and One Page Profiles.
- Class provision maps.

Each class has a provision map showing all the provisions that the school makes which is additional to and different from that which is offered through the school's curriculum.

The Inclusion Manager/SENCO securely stores records of all pupils with SEND ~~in the Inclusion Office~~, including records of external agency involvement .

### **The Role of the Inclusion Team at Holy Family School**

The Inclusion Team is led by the Inclusion Manager (SENCO).

There are well-trained full-time and part-time learning support assistants who work closely in the classroom with pupils who have special educational needs.

Where appropriate some children may be withdrawn from the classroom for individual or small group interventions or activities.

Pupils will have regular time-tabled interventions within these three areas when their needs cannot be met solely by quality first teaching and they need additional support. Detailed record keeping of such interventions are in place and available for the class teacher.

### **Resources**

The school has a wide range of resources to support the needs of pupils. Resources are stored centrally in the area close to the library. Additional resources are in the Inclusion Office.

### **Complaints Procedures**



Parents are encouraged to discuss any problems or grievances with the class teacher in the first instance. The class teacher will liaise with the Inclusion manager, Head Teacher or members of the Senior Leadership Team as necessary.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015).

It has also been written with reference to the following related guidance, policies and documents:-

- Holy Family School Special Educational Needs Information Report.
- Admissions.
- Safeguarding.
- Anti-bullying.
- Equality Act 2010.
- EAL Policy.
- Teaching and Learning Policy.
- Assessment for Learning.
- Child Protection.
- Accessibility Policy.

### **Date for Review**

This policy will be presented to the governing board in October 2025 and will be reviewed in September 2026.

Policy review completed by Emily Hale, Inclusion manager.

September 2025

Shared with governors: October 2025

Review date: Autumn 2026

### **Referral to SENCo**

Name of child:	Date:
Teacher:	
Area of concern (tick relevant boxes)	



General learning difficulties Specific learning difficulties (eg dyslexia)	Communication & interaction Speech & language	Social, emotional health Physical (gross/fine motor skills, visual or hearing)
Concerns/reasons for referral		
When did you become aware of difficulties?	Brief description of difficulties and most recent assessment information.	List below any strategies put in place so far.

<b>This section to be completed by the Inclusion Manager</b>
<b>Proposed response to referral:</b>
<b>Date of any proposed actions:</b>