

Holy Cross

CATHOLIC HIGH SCHOOL

Special Educational Needs and Disabilities (SEND) Policy 2024-2025

Contents:

1. Introduction
2. Definition
3. Policy Aims
4. Policy Objectives
5. Identifying Special Educational Needs
6. The Graduated Response
7. Involving Pupils and Families
8. Admission of SEND pupils
9. Supporting Pupils at School with Medical Conditions
10. Monitoring and Evaluation of SEND
11. Training and Resources
12. Roles and Responsibilities
13. Storing and Managing Information
14. Reviewing the Policy
15. Accessibility
16. Dealing with Complaints
17. Appendices

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY 2024-2025

1. Introduction

The school SENDCO is: Mrs E Dempsey, email: admin@holycross.lancs.sch.uk or send@holycross.lancs.sch.uk

SEND Governor is: Mrs C Coyle

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2021
- Teaching and Learning Policy

This policy was created by the school's SENDCO, Assistant Headteacher and with the SEND Governor, in liaison with the SLT, all staff, and parents of pupils with SEND, in line with the school's ethos and with the current legislative requirements.

Holy Cross Catholic High School is a mainstream secondary school. We believe that every teacher is a teacher of every young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all. This flows from our mission statement:

"I have come that they may have life and have it to the full" (John 10:10)

We are a Catholic community where every person is valued. We recognise each pupil as made in the image of God, all with different gifts and qualities. Christ is at the heart of our school and we promote a community where all pupils can be safe, be themselves, be proud of who they are, be happy and make our community a better place. This policy reflects our mission to Love God, Work Hard and Be Kind.

2. Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties

- Sensory and/or Physical Needs.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind, generally provided for children of the same age

Special educational provision may be triggered when pupils fail to make adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that their child has special educational needs and appropriate provision identified to meet the pupil's individual need(s) will be made.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to the form tutor or specific subject teacher for any concerns within the classroom, or contact the Special Educational Needs and Disabilities Coordinator for whole-school SEND concerns (SENDSCO).

The school's SEND Information Report provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. Lancashire's Local Offer can be found at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

3. Policy Aims

At Holy Cross, we are committed to ensuring the pupils with SEND achieve their full potential, in a nurturing and happy environment whilst following a broad and balanced curriculum. This is achieved through targeted, quality first teaching and focused provision that builds confidence and self-esteem. We aim to raise the aspirations and expectations for all pupils with additional or special educational needs. We aim to do this by maintaining our Catholic ethos, in a manner that encourages curiosity and life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.

4. Policy Objectives

In order to ensure that children with SEND achieve their full potential, we will:

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school
- Ensure good working relationships with parents, carers and the community
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to all pupils with SEND, and promotes high standards of attainment and achievement
- Ensure all teaching and non-teaching staff are involved in meeting the learning needs of special educational needs pupils

- Identify pupils with SEND as early as possible and intervene appropriately
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make progress
- Provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND Policy
- Provide support and advice for all staff working with SEND pupils
- Develop partnerships with parents/carers in the education of their child and involve parents /carers and pupils in the review process
- Produce an annual SEND Information Report

5. Identifying Special Education Needs

Identification of a Special Educational Need may occur if:

- Minimal or no progress is made, even when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need
- Working continues at levels significantly below those expected for a child of a similar age, resulting in poor attainment in some curriculum areas
- Communication or interaction difficulties create barriers to learning and specific interventions are needed
- Social, emotional or mental health problems are not improved by the techniques normally employed in the nurturing environment of the school
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment

Should a pupil's barriers to learning persist, after a period of targeted intervention, the SENDCO will access external agencies for additional support. The school aim is to work in partnership with other agencies, in order to provide integrated support based on the needs of the pupil. Please see the SEND Information Report for details of our current agencies.

Factors which are **NOT SEND** but may impact on progress and attainment:

- Disability - under the Equality Act 2010
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a Service family

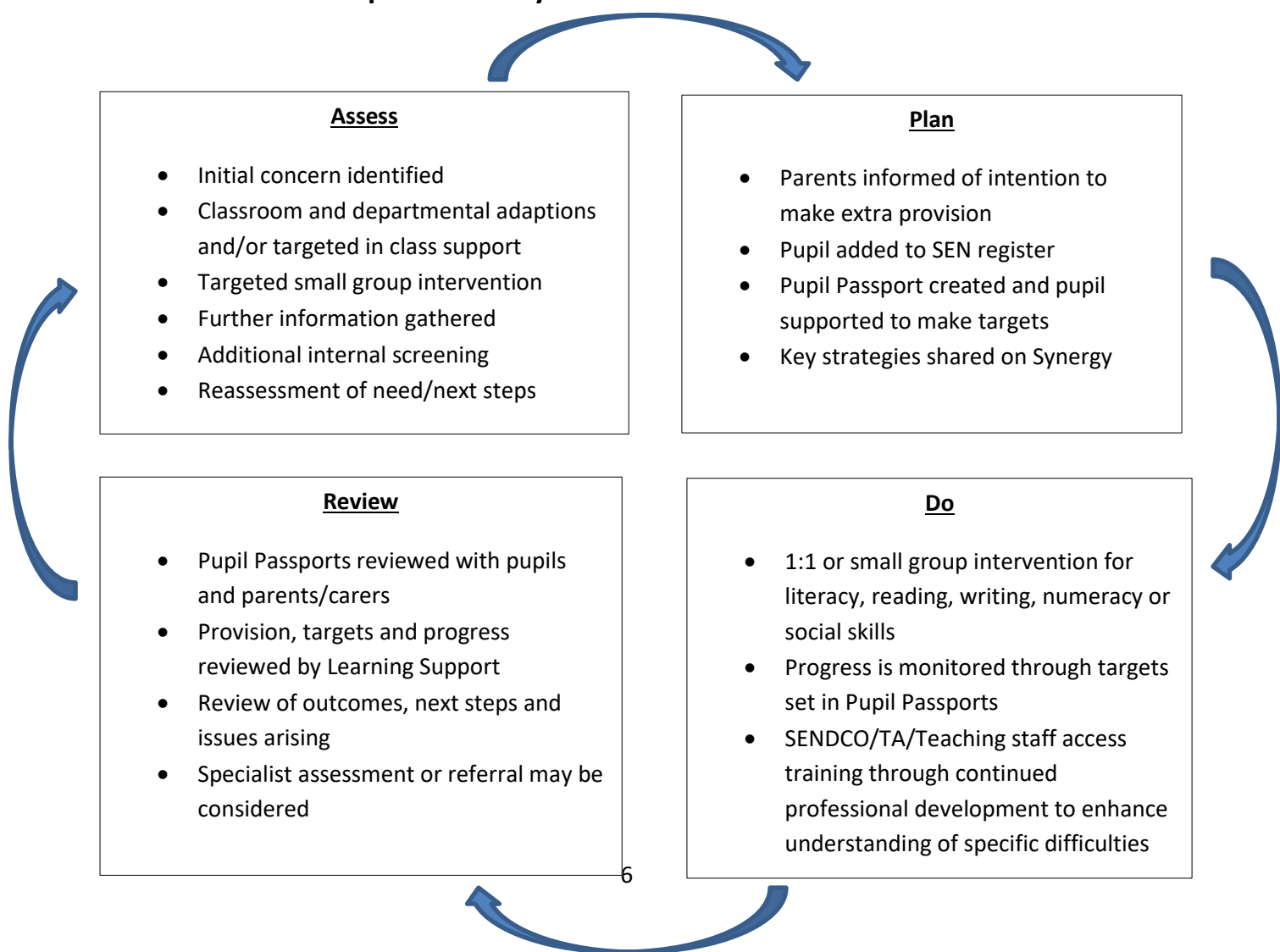
Identifying disruptive behaviour as a need is no longer an acceptable way of describing SEND. Holy Cross has a consistent, clear approach to managing behaviours. The Behaviour Policy applies fairly to all and can be found on the school website.

6. The Graduated Response to SEND Support: Assess-Plan-Do-Review

The key principles:

- All class 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. All children are included in all lessons through an ethos of 'Quality First Teaching' which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2021) and the Code of Practice 0-25 (2015)
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning
- Additional intervention and support cannot compensate for a lack of good quality teaching
- Pupils may only be identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention
- When planning work for children with SEND, teachers give due regard to information and targets contained in the Pupil Passports attached to pupils' individual Synergy profiles

Our Graduated Response at Holy Cross:



Assess

- Initial concern identified
- Classroom and departmental adaptations and/or targeted in class support
- Targeted small group intervention
- Further information gathered
- Additional internal screening
- Reassessment of need/next steps

Plan

- Parents informed of intention to make extra provision
- Pupil added to SEN register
- Pupil Passport created and pupil supported to make targets
- Key strategies shared on Synergy

Review

- Pupil Passports reviewed with pupils and parents/carers
- Provision, targets and progress reviewed by Learning Support
- Review of outcomes, next steps and issues arising
- Specialist assessment or referral may be considered

Do

- 1:1 or small group intervention for literacy, reading, writing, numeracy or social skills
- Progress is monitored through targets set in Pupil Passports
- SENDCO/TA/Teaching staff access training through continued professional development to enhance understanding of specific difficulties

7. Involving Pupils and Families

At Holy Cross, we strive for open and transparent communication and consultation with parents/carers and young people, as well as other professionals. Key staff prefer to meet and discuss things face-to-face, but email is also useful as it allows for clear communication that can be referred back to, as required.

For pupils with an EHCP, an annual review is undertaken to review outcomes as per the SEND Code of Practice.

All discussions and decisions will involve the young person directly. In addition to the information provided on Synergy, pupils may require a Pupil Passport, which incorporates pupil and parent voice, in order to set personalised targets. These are reviewed termly, as part of the Graduated Response, which is outlined in the SEND Code of Practice.

The school's statutory SEND Information Report is available on the school website.

8. Admission of SEND pupils

Pupils with special educational needs will be admitted to Holy Cross in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. We will use induction/transition meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we will endeavour to collect all relevant information to determine whether a pupil's needs can be met. We will be open and transparent with parents/carers about our ability to meet their child's needs and the suitability of the provision we can offer.

Parents and carers are valued and their contribution, in terms of identification and support for pupils with SEND, is fully recognised. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents. Pupils' own thoughts and feelings towards any aspect of their SEND provision are always sought and valued.

9. 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 visits and physical education. Some children with medical conditions may be disabled, and where this is the case, Holy Cross will comply with its duties under the Equality Act 2010

- Some may also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed

- Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed
- There are a number of first aid trained staff in school, and in the first instance, assistance is requested from the school office, by the pupil or by a representative of the pupil. Mrs Waller, Mrs Dempsey and Mrs Davda oversee all care plans, medical conditions, emergencies and first aid. They keep all staff informed of changes to pupils' conditions and update records as required. Further information about our support for medical conditions is available from the school office

10. Monitoring and Evaluation of SEND

- The SENDCO regularly reports on the efficient and effective use of resources for pupils identified as having SEND
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Response section (above)
- For pupils with an Education, Health and Care Plan, annual reviews are carried out in accordance with the appropriate legislation and the SEND Code of Practice (2015)
- The SENDCO tracks data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources to inform the evaluation of the provision
- As part of the school's quality assurance, the SENDCO produces an action plans and updates progress against this termly

11. Training and Resources

- The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice from the Headteacher and SENDCO
- The resources for SEND are used to provide TAs, specific training on SEND and specialist resources
- The SENDCO has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team
- All teaching staff and TAs will be provided with relevant CPD to meet the needs of SEND within their classroom. The SENDCO is aware of relevant courses within the local area relating to SEND and advises as necessary
- The school's SENDCO regularly attends the LA's SENDCO network meetings in order to keep up to date with local and national updates in SEND and regularly attends local cluster meetings, to share good practice and discuss relevant SEND issues with SENDCOs in other schools and educational establishments
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited. This may be delivered by the SENDCO or by specialist services working with particular pupils.
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures

12. Roles and Responsibilities

- The Governors must have regard for the SEND Code of Practice (2015) and the Children and Families Act (2014) when carrying out their duties towards all pupils with SEND
- The Governors and Headteacher are responsible for the school's policy and approach to meeting the needs of pupils' with SEND
- The SEND Governor is Miss M Eccles, who meets with the SENDCO, to discuss SEND issues. The SEND Governor reports these to the governing body, and challenges and supports the SENDCO
- The SENDCO is responsible for coordinating all SEND matters. The Headteacher and the SEND Governor, in liaison with the SENDCO, will keep the Governing Body informed of the special educational needs provision made by the school
- The SENDCO is responsible for keeping a register of pupils with SEND and updating this; supporting TAs in writing Pupil Passport targets and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and onto further education or employment; liaising with the SEND Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEND
- Teaching Assistants have an invaluable role in supporting those with SEND. They may deliver targeted 1:1 or small group intervention and in-class support under the direction of the SENDCO

13. Storing and Managing Information

Documents relating to children with SEND are stored in a locked cupboard or a locked filing cabinet in school and/or on a password protected database. Records relating to children who have left are stored safely in a locked storeroom for the period of time required.

No information will be shared with external agencies without the consent of the parent/carer.

14. Reviewing the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENDCO, the SEND Governor, and the Headteacher. Review of the policy will consider that:

- Additional needs should be recognised and provision made at an early stage on transition from Year 6 or soon after entry into school if transferring from elsewhere. Further identification of pupil needs should continue to take place throughout all years. This could be in the form of initial identification through assessment or modification of existing provision as needs change. Concerns about pupils should be

raised by staff and discussed with the SENDCO and parents as part of the early identification process

- Staff should be aware of and implement provision for SEND. This should be indicated in lesson planning through appropriate teaching styles, resources and effective use of TAs
- Pupils with additional needs should make good progress. Monitoring and tracking will be as rigorous for SEND pupils as it is for all other pupils at the school
- There should be evidence of the strategic use of outside agencies (IDSS, Educational Psychology service, CAMHS etc) where appropriate
- Parents/carers should be involved at all stages of their child's provision. Good communication should ensure that their views are heard and that they are regularly consulted regarding their child's progress
- Pupils should be fully involved in all aspects of their SEND provision and their views consulted at all stages
- Pupils with additional needs make a successful transition to post-16 education/employment

15. Accessibility

The school's Accessibility Plan is available on the school website.

Anyone wishing to contact staff at school can telephone the reception 01257 262093, or can email admin@holycross.lancs.sch.uk. The enquiry will then be passed to the relevant person.

16. Dealing with Complaints

Staff at Holy Cross are committed to ensuring pupils feel happy and safe in school. In the unusual situation that a concern arises with the provision of SEND, the issue should be raised with the SENDCO. If a satisfactory resolution is not achieved, then a complaint should be made following the Complaints Policy and Procedure, which is available on the school's website. This procedure does not affect any statutory rights that parents/carers may have. The family of a pupil with SEND always has the right to seek support from Lancashire SENDIAS (SEND Information, Advice and Support). Information is available on the Local Authority website and in Lancashire's Local Offer.

Appendices

- SEND Code of Practice 0-25 (2015)
- Equality Act 2010
- Disability and Discrimination Act 1995
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2021
- Teaching and Learning Policy

Personnel involved in SEND issues:

Mr G Lindley	Headteacher
Mr S Sands	Chair of Governors
Miss M Eccles	SEND Governor
Mrs T Huddy	Deputy Headteacher
Mr P Morris	Assistant Headteacher Pastoral (DSL)
Mrs M Hardman	Assistant Headteacher (deputy DSL) and SLT link for SEND
Mrs E Dempsey	SENDSCO
Mrs L Davda	Assistant SENDSCO
Mrs P Waller	Medical Needs Coordinator and First Aid
Mrs M Watts	School Counsellor
Mrs V McBride	Year 7 Pastoral Manager
Mrs A Vernon	KS3 Pastoral Manager
Mr J Taylor	KS4 Pastoral Manager

Updated: Autumn 2024

Review date: Autumn 2025