

**SEND POLICY
2019-20**

Special Educational Needs and Disability Policy

November 2019 - 2020

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (May 2015) 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 (May 2015)
- Schools SEN Information Report 2015
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Teacher Standards 2012
- Safeguarding Policy
- Accessibility Plan

This policy was created by the SENCo with the SEND Governors in liaison with all staff and consultation with parents of students with SEND.

The school's new SENCo: Ms Luran Agar is a qualified teacher of English and is currently obtaining the National Award for SEN (NASENCo Award).

The Holy Family Catholic High School SEND Policy

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1. 'INCLUSION FOR ALL'

Mission statement: 'Together we step out in faith, knowing that Christ is with us and united as a holy family.'

We commit to ensure that each child realises their full potential, growing in wisdom and grace.

Holy Family Catholic High School places Christ at the heart of everything that we do and openly gives witness to the Catholic values of love, compassion, forgiveness and reconciliation in our daily work.'

 The Holy Family School is a Catholic School which welcomes people of all faiths. We strive for excellence in all aspects of our community.

 Academic excellence is a priority and we are proud of the achievements of all of our students. We look for excellence in all aspects of learning and we expect high standards of achievement from all members of the community.

 At Holy Family we lead and innovate to make learning fun, challenging and distinctive. We work with the community around us, nationally and internationally, to develop and enhance teaching and learning in all areas of the school.

 We are a Catholic School and we will make Christ known to all people in the way that we act. The values of honesty, humility, faithfulness and truth are central to all that we do. We believe that each individual has God given talents.

Our school's aim is to ensure that all young people have every opportunity to learn, participate, develop and succeed in every aspect of school life.

In order to achieve this, we intend to support our young people in a manner which will also enable them to use their God given talents to become valuable citizens, both now and in the future in accordance with the school ethos.

Furthermore, we aim to develop a sense of belonging and pride in our students in being a part of Holy Family Catholic High School. This sense of identity is a prerequisite for positive well-being and successful learning and is what inclusion strives for.

Our young people will be able to work with their peers and class teachers, within the classroom whenever possible, and will be supported appropriately in order for them to be successful. This support and intervention may be provided by a class teacher, a highly trained teaching assistant, an outreach worker or specialist provider, either in small groups or more specific targeted 1:1 activities, or with the aid of technology. The outcome being to enable all pupils to access education more fully, to build up the necessary skills which equip them to work alongside their peers more effectively and to become successful young adults who meet their potential.

Holy Family High School is recognised as a providing *robust* support for students with SEN.

Staff have high expectations of all pupils. They make sure that all pupils, including those with special educational needs and/or disabilities, have the chance to study the full range of subjects offered.

Pupils with SEND are completely included in the life of his school. They receive support in classrooms in a range of different ways. Pupils enjoy learning in the Hive, where there is individual support they need.

(Ofsted 2019)

This support is achieved through personalisation as opposed to normalisation; through understanding the child or young person as a unique individual and a relentless endeavour to challenge and remove barriers to learning.

Holy Family High School believes passionately in the limitless potential of all our students and we strive to ensure that every student, whatever his/her need, is successful in achieving their own personal goals through appropriate personalised support and intervention. The well-being, personal development, progress and success of every child at Holy Family High School is of the greatest importance and this requires:

- A child centred approach – the students to be at the centre of initiatives to improve attainment and progression;
- An environment where staff can collaborate and develop professionally to improve the quality of provision;
- The appropriate exchange of information and the sharing of expertise.

Values

The values of Holy Family High School are integral to supporting students with a SEND and will provide:

- A student with every opportunity to reach their full potential
- Recognition of the limitless potential of all with no “one size fits all” approach to support
- An inspiring and challenging environment for students, generating a life-long love of learning
- Inclusive practice – ensuring provision matches need through diagnostic assessment and specialist consultation within a hierarchical response
- An innovative environment where new interventions and resources are embraced and initiated in a culture of continuous improvement
- The sharing of good practice within an appropriate and continuous cycle of CPD

- An on-going drive to achieve academic and personal success
- Ways to work in partnership to improve opportunities for all students in the wider community.

Expectations

Holy Family Catholic High School contributes to the North Yorkshire Local Offer

(<https://www.northyorks.gov.uk/send-local-offer>).

The Local Offer is a statutory requirement on the LA to publish in one place a summary of all the educational, health and social services support available within the authority.

A copy of Holy Family Catholic High School's SEN Information Report in compliance with the SEND Code of Practice 2014 (6.79) is available on the school's website and this report will be updated annually at the start of a new academic year.

This policy complies with the regulations of the Children & families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2015 which requires schools to provide:

"High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less." (CoP 1.24)

2. AIMS & OBJECTIVES

Aim: Holy Family's approach to SEN is to raise aspirations of and expectations for all pupils with SEN. We provide a focus on outcomes for children and young people and not just hours of provision/support.

Objectives:

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 0-25 (May 2015).
- To operate a 'whole pupil, whole school' approach to the management of support for special educational needs
- To provide a Special Educational Needs Coordinator who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with students with special educational needs.

3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS.

Definition of SEN

'A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.' CoP 2014

Students identified as having a SEN fall into one of two categories:

i) SEN Support

These students typically meet at least two of the qualifying criteria (Appendix 1) within the four broad areas of need:

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

The purpose of the identification of needs within these broad areas is to enable the school to consider what action needs to be taken – not to fit a student in to a category. When reviewing a child's needs, a holistic, 'whole-child' view is considered – not just their special educational needs.

ii) Education, Health and Care Plans (EHCPs)

- A minority of students will have an Education Health and Care Plan which sets out the need and the arrangements needed to support that student in school.
- All current statements will be transferred to EHCPs by April 2018. In North Yorkshire, these transfers are being carried out on a rolling programme so that every year the transitional years switch over to an EHCP ensuring all statements will have rolled over by 2018.

Identification of Need – Transition and Transfer

Holy Family identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

- We work jointly with Primary schools, working alongside their SENCOs and class teachers by attending review meetings. Holy Family provides additional transition days and ensures that each child with high levels of need have key workers and a buddy to aid a smooth transition from KS2 to 3. The SENCO also attends the Year 6 Open Evening and Year 6 Parent's Evening. The SENCO is also available for meetings with parents as well as personalised tours of the school, all via appointment.
- On entry into Year 7, students complete spelling tests, reading comprehension assessments, Speech and Language and

Cognitive Assessments (CATs). These results, in addition to their KS2 SAT results, are all used to identify any SEND and to inform practice. The SENCo attends the Year 7 Settling In Parents Evening during the first term in order to discuss any concerns and to outline any intervention or provision which supports your child.

- For students transferring from out of catchment, mid-term or joining the school after Y7, information is requested from parents, student, external agencies (if applicable) and the previous school. Meetings with the SENCo are always advised prior to the pupil starting school as this enables careful consideration of the support required and appropriate form groups to be selected. The SENCo is available to show prospective new students and their parents / carers around school and to discuss potential provision.
- For students identified during their educational career at Holy Family School, base line data and any information from students, parents / carers, outside agencies and class teachers are taken into consideration. This informs and directs additional testing.

We also consider what is NOT SEN but may impact on progress and attainment;

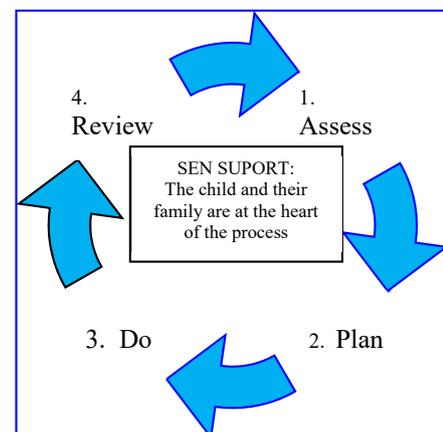
- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child In Care
- Being a child of a Serviceman / woman

Any concerns relating to your child or young person’s behaviour will be described as an underlying response to a need which Holy Family will be able to recognise and identify clearly as we will know the child/young person well.

4. THE GRADUATED APPROACH TO SEN SUPPORT

The provision at Holy Family Catholic School is based on the graduated approach cycle of 'Assess, Plan, Do, Review'.

The first step in responding to students who have or may have SEND is high quality-first teaching which is differentiated ¹. Teachers are responsible and accountable for the progress and development of all students in their class ². Where a concern is raised about a student in class the first step is for the subject teacher to assess the student’s needs in that area and create an appropriate plan of action to be implemented in the classroom over a



finite period of time after which progress will be reviewed. The teacher's response should follow the 'assess, plan, do, review' structure.

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

6.37 SEN Code of Practice (2015)

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This is done through a variety of means including whole school and departmental review meetings, learning walks, book scrutinies and other quality assurance measures.

If evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress in academic, social or other areas, then immediate interventions may take place through the pastoral system (the form tutor or Head of Year) or through additional support from within the department.

If the problem remains unresolved after a range of appropriate support strategies have been tried, then the subject teacher, form tutor or Head of Year will seek the advice of the SENCo or other specialists within the Learning Support Team who will work collaboratively with the teacher, the child and the family to identify if the child needs additional or different support ³.

¹ Quality First Teaching (QFT), is the expectation that most issues can be resolved by the subject teacher applying appropriate support strategy within the classroom setting.

² The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'.

³ A child is only identified as having special educational needs if, despite reasonable adjustments, they do not make adequate progress (information gathered from within the school about student progress, alongside national data and expectations of progress) and require provision that is additional and different.

CPD is provided during training days, twilight sessions and courses linked to staff needs, which are flagged up during reviews of teaching and learning.

For higher levels of need, discussions take place with parents/carers, external agencies and professionals. This can be via informal discussion or an official referral, which has gained parental consent. If the CYP requires additional and different support to those of their peers, they will be placed on the SEN register for the duration of this intervention, and this will be explained to parents / carers by way of letter or invitation to meet with the SENCo. If and when this additional support enables the CYP to make expected progress, they will move off of the register and onto the monitoring list. Once again the parent / carer will be informed of this move.

5. MANAGING STUDENTS' NEEDS ON THE SEND REGISTER

The provision for students with SEND continues to be underpinned by the graduated approach cycle.

All students with SEND are allocated a Key Worker from the Hive who, in conjunction with the form tutor, and with the support of the SENCo, have the following responsibilities:

- Main point of contact and main liaison for parents and families;
- Review student's academic progress and attendance regularly;
- Review student's needs regularly and act on this, focusing on clear outcomes that are to be achieved within an agreed time;
- Monitoring relevant student documents (Individual Provision Maps, Health Care Plans etc.);
- The student's 'go to' person in the Learning Support Team;
- Attend relevant meetings;
- Liaise with or refer to outside agencies, as required;
- Share key information with other staff, pastoral updates and vulnerable learners lists, as required;
- Meet with student and parents, as required;

Information about students with SEND is recorded on SIMS, the SEN register and through personalised Individual Provision Maps.

The school uses funding to offer the following internal support provision:

- In-class support
- Set English and Maths Classes, with small class sizes in lower sets
- Literacy intervention (Catch up English, Inference)
- Numeracy intervention (Catch Up Maths, First Class @ Number, Success @ Arithmetic)
- Reading Intervention
- Speech and Language interventions (as set by the Speech and Language therapist as well as using Secondary Language Link)
- IT resources (laptops & tablets)
- Homework Club
- Lunchtime Clubs, including Boccia, drama, Lego.
- Social Skills Groups
- School Councillor
- Occupational Therapist
- Exam access arrangements
- 1 HLTA to support data, mentoring and SEMH needs.
- Quality First Teaching (QFT) - Mainstream teachers provide an initial graduated response to concerns raised about a student.

Monitoring, Evaluation & Assessment

i. SEN Support

- All students placed on an academic intervention programme are tested before and after the programme in order to assess the progress

they have made. Once a student has been reassessed the decision is taken as to whether more support is needed or not.

- Whole school data collections provide an opportunity for SLT and governors to ensure students with SEN are reaching their predicted target grades.
- Achievement, teaching & behaviour is reviewed by Heads of Year and Heads of Department or Faculty after each data collection and are influential in determining which intervention programmes need to be implemented to support underachieving students and those students identified as SEND. As well as subject data; book scrutinies, learning walks and lesson observations all help to identify need.

If a student identified as having special educational needs is making little or no progress through the 'assess, plan, do, review' approach which would be offering both quality teaching and targeted provision, school staff will liaise with the SENCo and Parents/carers regarding seeking external support. At this stage, external support services are required to help school develop interventions aimed at addressing continuing barriers to achievement.

External Support

The Learning Support Team work routinely with the Inclusive Education Service which offers specialist support staff who work together to provide advice and support to schools and settings to enable them to meet the needs of children and young people with SEND. Some specialist staff are centrally based and some are based in enhanced mainstream schools. The inclusive education service consists of specialists in the areas of:

- Educational psychology;
- Communication and interaction (autism and speech, language and communication needs);
- Cognition and learning (specific learning difficulties, dyslexia, dyscalculia);
- Sensory and physical (hearing impairment, visual impairment, physical and medical needs); and
- Social, emotional and mental health.

In addition, we can access support from the Child and Adolescent Mental Health Team (CAMHS) and the Healthy Child Practitioners.

ii. Statutory Assessment

If a student continues to make less than expected progress despite evidence-based support and interventions that are matched to the student's area of need, and the involvement of specialist services, the school may consider a referral for a statutory assessment of education, health and care needs. This may lead to the issue of an Education, Health and Care (EHC) Plan which will set out needs and the provision required to meet those needs.

iii. EHCPs

A review of an EHC Plan is carried out annually, close to the anniversary of the EHC Plan issue date, (if it is a new statement or EHC Plan), or within 12 months of the previous review. Support arrangements are discussed with parents, the student and any supporting professionals, to ensure resources are being used to maximum effect. These meetings are referred to as Annual Reviews. Interim reviews of EHCPs can be called at any time if serious concern regarding progress and /or ability to meet need is raised.

6. CRITERIA FOR EXITING THE SEN REGISTER

Following a review, it may be agreed that a student no longer needs to be included on the SEN register. This may be based on information from subject teachers and outside agencies that show that the student is making adequate progress and no longer needs support. When this happens, the student's name will be removed from the SEN register and the SIMS record will be updated. Parents will also be informed and reassured as to what changes have been made and that the student will still be monitored. The SENCO will still monitor the student's progress for a short period of time after this to make sure that no problems arise.

7. SUPPORTING STUDENTS AND FAMILIES

i. For further information on SEND at Holy Family High School, please see our school's SEN information report which can be found on the school's website.

ii. Further information and advice on meeting SEND in schools is available from the government through the SEND Code of Practice 0-25 (2015).

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

iii. Parents/carers can also receive support from the SEND Information, advice and support service (SENDIASS). SENDIASS provides confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities. The team of SENDIASS co-ordinators are qualified and experienced in special educational needs, and are based at the locations across the county.

They can:

Listen to your concerns and worries;

Give you information about special educational needs;

Offer home visits;

Provide advice by telephone;

Support you in meetings;

Go with you and your child to visit schools;

Give you information about the special educational needs mediation service;

Provide information about the special educational needs and disability tribunal; and

Put you in touch with a voluntary organisation or parent support group.

North Yorkshire SENDIASS will continue to offer information and support to families of students with SEND up to the age of 25 years whether or not they have a statement or EHC Plan. For further information, please contact us on 01609 536923 or 01609 536923

East Riding SENDIASS

SEND Information, Advice and Support Service (SENDIASS)
Families Information Service Hub (FISH)
County Hall
BEVERLEY
HU17 9BA
Tel: (01482) 396469
Email: sendiass@eastriding.gov.uk

iv. Close home-school liaison is key to an effective partnership and mutual support. Home/School Links include:

- Parents' evenings
- Parents' afternoon (Year 7)
- Year 7 Transition evening
- Parent workshops for children with an ASC
- SEND Review Meetings
- Annual reviews
- Individual arrangements where appropriate and depending on need, such as home school communication books
- Letters, phone calls and use of the planner are on-going, parents are encouraged to contact the school

If parents or carers have any concerns; usually the first point of contact is the form tutor or Key Worker.

v. Exam Access Arrangements. Mrs S Armstrong coordinates our exam access arrangements. They ensure that the appropriate support is in place, along with the evidence required to support the arrangement. This can include extra time, rest breaks, transcripts and computer readers and scribes.

vi. Transition.

KS2 - 3: The SENCo contacts each Primary school to enquire about any children with an SEND. Both the SENCo and the Head of Year meet with the pupils in primary school in Year 6. Vulnerable pupils are invited to an additional transition day as well as a Year 6 transition day, both held at the end of the Summer term. Transition Parents evenings are also held in the Summer term. For children with an EHCP, the SENCo attends Year 6 (and sometimes Year 5), annual reviews.

KS3 - 4: Students attend options assemblies where Heads of each Department talk about their subject. Parents are invited to an Options Parents Evening to help support their CYP in their choices. An independent Careers advisor also talks to students in assemblies and also attends the annual review of all year 9, 10 and 11 students with an EHCP.

KS4 - Post 16: An Independent Careers Advisor is present in school every Tuesday for Year 11 students to seek advice. Each student has

at least one interview with the advisor. Taster days are held at Selby College, York College and John Leggott. Colleges attend Year 11 Parents evenings where further advice can be obtained.

For students with a SEND, more personalised transition visits are arranged, introducing students to the college layout and to key members of staff. College staff are also invited to annual reviews. The advice of a specialist careers advisor can be arranged for CYP considering more specialist placements.

8. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Holy Family High School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Students with medical conditions are supported by the schools' First Aiders. The school is currently working on an asthma policy as well as its medication administration guidelines. A school First Aider and receptionist monitors the medication, Epipens and inhalers which are kept on site. She liaises with parents if and when medication, Epipens and inhalers need to be replaced. *(It is the responsibility of the parent to replace and dispose of out of date medication.)* Staff are given advice and strategies on how best to support any pupils with medical conditions and receive annual training on how to deal with allergies. Diabetes and Epilepsy Nurses also deliver training to staff as needed.

Holy Family Catholic High School received the Good Diabetes Care in School Award in 2017.

The medical policy can be found on the school website.

Some CYP may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision. The SEN Code of Practice (2015) is followed.

9. MONITORING AND EVALUATION OF SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated, in line with the school's procedures.

The SENCO liaises with the SEND Governors to give an update on SEND issues. Reviews are also conducted for those pupils on the SEN register with the Lead Professional and or the SENCo. All parents are invited to speak with the SENCo at Parents' Evenings as another opportunity to talk about the SEN provision for their child.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

Parental and pupil views are sought in annual feedback questionnaires. The feedback is used to inform practice.

10. TRAINING AND RESOURCES

In order to maintain and develop the quality and teaching and provision to respond to the strengths and needs of all students, training for staff is identified and planned through the school's rigorous Continuous Professional Development Programme and through the school's self-evaluation process.

New staff undertake induction on taking up a post at Holy Family High School and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice.

During the initial training days at the start of the academic year the SENCo gives a presentation to all staff about SEND provision. This presentation includes information about each student on the SEND register as well as those with medical conditions. The SENCo gives strategies on how to best support these students and also links to find further information.

The school's SENCo regularly attends the North Yorkshire Local Authority's SENCo Network meetings in order to keep up to date with local and national updates in SEND.

Holy Family also obtained the Dyslexia Quality Mark in December 2015.

11. ROLES AND RESPONSIBILITIES

Responsibilities of Teachers, SEN Code of Practice (2015):

6.36 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.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Name	Role(s)	Contact Details	
Lauran Agar	SENCo.	agarl@holyfamilycarlton.org	01405 860276
Patrick Moran	Deputy Head teacher: Roles include Behaviour, Safety and personal well-being of students, Safeguarding..	moranp@holyfamilycarlton.org	01405 860276
Mrs S Chugg	SEND Governor	admin@holyfamilycarlton.org	01405 860276

To contact a form tutor, please telephone reception on 01405 860276 or email enquiries@holyfamilycarlton.org. A message will be passed on to the member of staff you require.

To contact the SEND department please email SENDteam@holyfamilycarlton.org.

Key Responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- Liaising with parents of pupils with SEN
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Monitor, review and evaluate policy

Key Responsibilities of the Head of Year include:

- Ensure appropriate planning for the delivery of assemblies
- Monitor progress - academic and behavioural
- Monitor the implementation of the SEND policy
- Ensure discussion of SEND students at Year meetings
- Liaise with the SENCo in relation to parent concerns

Key Responsibilities of the Head of Department include:

- Ensure appropriate planning for the implementation of schemes of work
- Monitor the implementation of the SEND policy
- Ensure discussion of SEND students at departmental meetings
- Liaise with the SENCo in relation to parent concerns

Key Responsibilities of the Subject Teacher include:

- Differentiate activities for students where possible
- Raise initial concerns at departmental/faculty meetings
- Monitor individual progress and set appropriate student targets
- Meet with parents and other agencies when appropriate

Key Responsibilities of the Governing Body

- Report annually on the policy
- Ensure the policy is stated in the prospectus and school handbook
- Do their best to ensure that SEND provision is made as appropriate
- Nominate a Governor responsible for Special Educational Needs

Key Responsibilities of those deploying SEN Teaching Assistants (NASEN)

- TAs should not be used as an informal instructional resource for low-attaining pupils
- Use TAs to add value to what teachers do, not replace them
- Ensure TAs are fully prepared for their role in the classroom - Schools should provide sufficient time for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.
- Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Key Responsibilities of SEN Teaching Assistants (NASEN)

- Help pupils develop independent learning skills and manage their own learning
- Deliver high-quality one-to-one and small group support using structured interventions
- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

12. STORING AND MANAGING INFORMATION

The school complies with statutory requirements (The Data Protection Act 2018) regarding storing and managing information and Data protection.

13. REVIEWING THE POLICY

The SEND Policy and SEN Information Report are reviewed annually and more frequently if legislation, guidance or practice changes.

14. ACCESSIBILITY

The school complies with statutory requirements. Please see Accessibility Plan for further information.

15. DEALING WITH COMPLAINTS

The Governing Body will make the following arrangements for the treatment of complaints from parents of students with SEN concerning the provision made by the school:

- In the first place, complaints should be directed to the SENCo or Lead Professional.

- If the complaint is not resolved to the satisfaction of the parent or SENCo/Lead Professional, it will be directed to the Head teacher.
- If the complaint is not resolved it may be necessary - and parents have the right to ask for - an examination of the complaint by the Governing Body.
- If the complaint is not resolved, parents may ask for it to be investigated by the Local Authority.

16. BULLYING

At Holy Family School, all forms of bullying are unacceptable and will not be tolerated. Every student has the right to be safe and happy in school, and to be protected when feeling vulnerable.

For more information, please see the Anti-Bullying policy.

Signed:



Mrs D Mitchell
Headteacher

Signed:



Mr P A O'Neill
Chair of Governors

Next review due: September 2020

17. APPENDICES

APPENDIX 1

Classification of SEN Support (K)

Meets 2 or more of the following criteria:

Cognition and Learning

- Standardised score of below 85 on a reading / spelling test
- Diagnosis of dyslexia
- Meets the criteria for Literacy intervention: below target level
- Meets the criteria for Numeracy intervention:
- Below Level 3 in English / Maths
- Routine use of a laptop / tablet in lessons is established
- Qualifies for external exam concessions

Communication and Interaction

- Diagnosis of ASC
- Speech therapy / educational psychological input
- Following a SALT programme
- Attending Social Groups

Social, Emotional and Mental Health Difficulties

- CAMHS provision
- Receiving 1:1 counselling support
- Social Services - sustained involvement e.g. Child in Need, Child Care Plan

Sensory and / or Physical Needs

- Registered with one of the following services:
 - Physical, Medical, Sensory Team
 - Physiotherapy
 - Occupational Therapy
 - Other NHS service
- Diagnosis of an on-going medical condition
- Wheelchair user / restricted mobility