



Holy Cross
Catholic Primary School
Policy for
SEND/Additional Needs

Approved by	Sam Matthias
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Our Vision Statement

***To enable every child to discover their talents,
realise their potential and achieve their dreams
by living, laughing and learning together,
anchored in the love of Christ.***

Our Mission Statement

We serve the people round us,

We care about our Earth,

We learn and live in grace and peace by putting Jesus first.

We find and use our talents,

We know we're loved by You,

We make our choices first by asking

“What would Jesus do?”

Our Core Values

Everyone at Holy Cross C.A.R.E.S.

is

***CONFIDENT
ASPIRATIONAL
RESILIENT
ENQUIRING
SPIRITUAL***

LINKS TO OTHER DOCUMENTATION

For more information about how we support children with SEND please also see our Local Offer for SEND/SEND Information Report that is updated annually on the school website.

There is information about the support that the Local Authority and other services provide in the Isle of Wight Local Offer for SEN.

<http://iwight.com/Residents/Schools-and-Learning/>

The Holy Cross Primary School **Policy for SEND/Additional Needs** has links to the following school policies:

- Accessibility Plan
- Anti-bullying Policy
- Child Exclusion Policy
- Confidentiality Policy
- Common Admissions Policy for Isle of Wight Catholic Aided Primary Schools
- Complaints Policy
- Data Protection Policy
- Disposal of Nappies and Personal Protective Equipment Policy
- Emotional Health and Well-being of Children Policy
- Equality Policy
- E-safety Policy
- Freedom of Information Requests Policy
- Health and Safety in the Curriculum Policy
- Intimate Care Policy
- Living and Learning Together (Behaviour) Policy
- Policy for First Aid
- Policy for Pupil Premium
- Policy and Procedure for the Administration of Medicine
- Policy for Health and Safety and all documentation relating to Health and Safety including Risk Assessments
- Positive Handling Policy
- Safeguarding & Child Protection Policy

This policy complies with the statutory requirement set out in the SEND Code of Practice 0- 25 (2014) and has been written with reference to the following guidance and documents which should also be read with this policy:

- Children Act (1989)
- Children and Families Act (2014)
- Data Protection Act (1998)
- Education Act (2002)
- Equality Act 2010: advice for schools (2013)
- Exclusions from Academies, Maintained Schools and Pupil Referral Units(2015)
- Keeping Children Safe in Education (Revision due Sept 2016)
- Mental Health and Behaviour in Schools (2014)
- Safeguarding Children with Autism (NAS – 2014)
- Safeguarding Disabled Children – Practice Guidance (2009)
- Schools SEN Information Report Regulations (2014)
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance: Supporting Pupils at School with Medical Conditions (2014)
- Teachers Standards (2012)
- The National Curriculum in England, Key Stages 1 & 2 (2013)
- The Special Educational Needs and Disability Regulations (2014)
- Use of Reasonable Force in Schools (2013)
- Working Together to Safeguard Children (2015)

SAFEGUARDING

In addition to the school's **Safe Guarding Policy**, the **Safeguarding Disabled Children - Practice Guidance** is adhered to. This non-statutory practice guidance is supplementary to the Government's statutory guidance **Working Together to Safeguard Children**. This sets out why disabled children are more vulnerable to abuse and these are summarised below:

- Many Disabled Children are at an increased likelihood of being socially isolated with fewer outside contacts than non-disabled children.
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour.
- They have an impaired capacity to resist or avoid abuse.
- They may have speech, language and communication needs which may make it difficult to tell others what is happening.
- They often do not have access to someone they can trust to disclose that they have been abused.
- They are especially vulnerable to bullying and intimidation.
- Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home, but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical care needs.

We recognise that Autistic Spectrum Conditions is a disability, and as children with ASC may find it difficult to communicate with others, struggle with social interaction, or have difficulty understanding people's motives, they may be less able to report abuse and therefore be more vulnerable to it. This means professionals need to be more vigilant in ensuring that safeguarding issues remain on the agenda when working with children and young people with autism.

Any safeguarding concerns raised by children, staff, adults or parents are dealt with following the school's **Safeguarding Policy**.

INCLUSION

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND/Additional Needs engage in the activities of the school together with those who do not have SEND/Additional Needs, and are encouraged to participate fully in the life of the school and in any wider community activities.

1. POLICY STATEMENT

This policy sets out our approach to supporting children with **Special Educational needs and Disabilities (SEND)** and **Additional Educational Needs (AEN)**.

At Holy Cross Catholic Primary School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

All children have a right to learn. For some children this will be more difficult than for others.

High quality teaching that is differentiated and personalised 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 the Children and Families Act 2014 and SEN Code of Practice 2014.

This Policy for SEND/Additional Needs sets out our beliefs, strategies and procedures to meet each child's individual needs, how we will make necessary adaptations and taking in to account their requirements and wishes. It sets out how we will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

2. AIMS AND PRINCIPLES

This policy sets out how we as a school will support our children with Special Educational Needs and Disabilities, or Additional Needs in their learning both in school and at home.

All of our children are individual and special to us and we aim to ensure that they enjoy their learning experiences and be the very best that they can be.

Being an inclusive school is very important. It means that we try our very best to provide the right support to enable every child to fulfil their potential at Holy Cross. This policy identifies how we seek to put the child at the centre of this process, working in partnership with parents and how our ethos underpins how we approach this.

The aims of this policy are:

- To fully implement the SEND Code of Practice;
- To include every child in our school community and ensure that they have equal access to a broad, balanced curriculum, which is differentiated to meet their individual needs and abilities;
- To ensure that the additional and special educational needs of children are identified, assessed and provided for;
- To identify the roles and responsibilities of staff in providing for children's additional and special educational needs; including working in partnership with other agencies to secure the best outcomes for each child;
- To work in partnership with parents, listen to their views and ensure that parents are able to play their part in supporting their child's education;
- To ensure that the child has a voice in the process, listen to their views and involve them in decisions made about them and their education.

3. DEFINITIONS OF SEND AND AEN

Within this policy we use the following terms:

Special Educational Needs (SEN) is the widely used term for learning difficulties or differences that require extra educational provision.

The term '**Special Educational Needs**' (SEN) has a legal definition under the SEND Code of Practice 0-25 (2014)

"A child or 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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition... above when they reach compulsory school age or would do so if special educational provision was not made for them."

Special educational provision, is defined as

“provision different from or additional to that normally available to pupils of the same age.”

Disability

Many children and young people who have SEN may have a **disability** under the Equality Act 2010 – that is:

‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, local authorities and others have towards disabled children. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation.

Additional Educational Needs (AEN) encompasses the broad range of challenges children may experience across their learning, health and care.

At Holy Cross Catholic Primary School we use the term **Additional Educational Needs (AEN)** in recognition of children’s broader needs.

Children with **Additional Educational Needs** have learning difficulties or differences that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age but will not meet the definition of Special Educational Needs, (though they might have in the past, or may do in the future).

Children with Additional Educational Needs may also have a disability as described in the definition of disability above.

Many children will have Additional Educational Needs of some kind at some time during their education and will need extra help for some or all of their time in school.

We recognise that some children’s progress and attainment may be affected by factors other than a Special Educational Need and Disability, for example:

- attendance and punctuality
- health and welfare

- being in receipt of the Pupil Premium
- being a Looked After Child (LAC)
- being an adopted child
- being a child of a serviceman/woman
- English as an Additional Language (EAL)

We recognise that children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. Difficulties related solely to limitations in English as an additional language are not SEN.

Children who are affected by such factors will not necessarily be considered as having Special Educational Needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues. However, these factors may cause the child to present with Additional Educational Needs.

4. IDENTIFYING SEN AND AEN

We recognise that children learn at different rates and that there are many factors affecting achievement and progress; including ability, emotional state, age and maturity. We understand that many children, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term.

We are alert to emerging difficulties and aim to identify and respond to concerns as early as possible, providing teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be and long term outcomes are likely to be better.

We recognise that parents/carers know their children best and listen and understand when they express concerns about their child's development. We also listen and address any concerns raised by children themselves.

Concerns might also be raised by the Class teacher, Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs), or other professionals who may be involved with the child and/or the family.

For some children, SEN can be identified at an early age and we aim to identify children with SEND/AEN at an early stage in their education. However, some children's needs will only become evident as they develop.

To enable early identification we will assess each child's current skills and level of attainment on entry to the school. We will make regular assessments of the progress of all children using the school's chosen assessment methods, including standardised tests.

These will seek to identify any children making less than expected progress given their age and individual circumstances.

The SEND Code of Practice defines this as “progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap”

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

For children identified, the child’s class teacher, working with the SENCO, will carry out a clear analysis of each child’s needs including their academic achievement, the progress made and their development in comparison to their peers and national data.

Where any concerns have been raised about a child, there will be an opportunity for parents, the child’s class teacher and the SENCO to meet to discuss their concerns and to come to a shared agreement about how to proceed. Such discussions will consider the whole child, taking into account all evidence available and the views of parents, school and the child. If further evidence is needed then school may undertake further assessments and/or refer children to other professionals who may be able to inform the ongoing discussion about the child’s needs. Regular **Review Meetings** will enable parents, children and school to continue to work in partnership to understand and meet the child’s needs.

A pupil’s Special Educational Need or Additional Educational Need will be identified in discussion with parents and, where appropriate, with pupils. In such cases we implement a **Graduated Response** to each child’s needs, as set out below.

Where a pupil is identified as having a Special Educational Need or Disability, the decision will be recorded in school records and we will formally notify parents. The child will be placed on the school’s **Special Needs Register**. We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, it is also required to produce the national SEN information report.

Having met the criteria for SEN support, the child’s needs will be categorised as set out in the SEND Code of Practice into the following four broad areas of Special Educational Need.

1. Communication and Interaction

This includes children this includes children/young people with speech language and communication needs (SLCN) and those who demonstrate features within the Autistic Spectrum (ASD).

2. Cognition and Learning

This includes children/young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Emotional and Mental Health

Social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children/young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical Needs

This includes children/young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child', not just their Special Educational Needs, in order to determine additional provision.

At Holy Cross Catholic Primary School we also use these areas of need to categorise the needs of children with AEN.

Where a child's needs do not meet the threshold for SEN and inclusion on the school SEN Register, we may place the child on our internal AEN Register. This may be because the child's needs require access to **Targeted Support** (see below), because the child's needs may be deemed as SEN after further assessment, or because the child no longer has SEN, but concerns remain.

Early Help Assessment

In some cases it might be decided that a child and family's needs will be best met by an **Early Help Assessment**, (previously called the Common Assessment Framework or CAF). Early Help is provided to children, young people and families who are struggling and feel in need of some additional support. An Early Help Assessment (EHA) is then used to identify their needs.

EHA is a standardised shared assessment and planning framework for use across all children's services and all local areas in England. At the centre of the development of the EHA is the principle that it is child/young person centred, and can be shared across agencies and between professionals as appropriate, and with the family's permission.

The use of EHA facilitates early identification of needs, leading to co-ordinated provision of services, involving a lead professional, and sharing information to avoid duplication of assessments. At Holy Cross the SENCO is also the Lead Professional for Early Help.

In such cases regular **Team around the Family** Meetings (TAFs) involving the parents, school and any agencies involved will take the place of Review Meetings and enable support for the child and/or family to be planned and reviewed.

5. GRADUATED APPROACH TO SEN SUPPORT

The SEND Code of Practice sets out that SEN Support should arise from a four part cycle known as the **Graduated Approach**.

The four stages of the cycle are: • Assess • Plan • Do • Review

The Graduated Approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential Special Educational Need has been identified, this cyclical process becomes increasingly personalised.

Universal Provision - High Quality Inclusive Teaching

All children must have an equal opportunity to take part in a broad and balanced curriculum, including the National Curriculum and in all activities of the school. The National Curriculum is the starting point to planning a school curriculum to meet the specific needs of individuals and groups of pupils.

All children are individuals and have varying needs throughout their time at Holy Cross. All staff recognise that each child has gifts, abilities and weaknesses which need to be adequately addressed by their class teacher.

We believe that *“every teacher is a teacher of every child, including those with SEND.”* (NASEN 2014) and in line with the SEND Code of Practice, class teachers are responsible for the learning and progress of all children. The SENCO and LSAs support teachers and children with additional provision and strategies to ensure all pupils make progress. Sometimes reasonable adaptations may need to be made to meet particular needs. However, all children, including those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

This is the **Universal** provision for all children at Holy Cross.

The first response to less than expected progress will always be high quality differentiated teaching, targeted at the child's area of weakness. In many cases this will resolve issues for children.

Targeted Support

Children who are falling behind their peers and therefore causing concern will be closely monitored in order to gauge their level of learning and possible difficulty and the SENCO will be consulted as needed for advice and support. The possibility of SEN or AEN will be considered. The class teacher in conjunction with the SENCO will identify the specific support within school resources needed to address the child's weaknesses and make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

A record will be kept of support and outcomes. Progress will be reviewed every half term and shared at parents' evenings.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

This is **Targeted Support** for some children and will seek to close the gap in achievements through catch-up time limited interventions.

Where the progress for any child is inadequate the class teacher will consider Targeted Support regardless of whether they are deemed to have SEND or AEN.

The **Graduated Approach** used for some children with Targeted Support, for those who have identified SEND or AEN, or where assessment of needs or concerns is ongoing. Regular **Review Meetings** between parents, the child's class teacher and the SENCO will review progress and plan next steps.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. Parents will be involved in the decision to seek advice from outside agencies and school will work in partnership with outside agencies and parents to implement any recommendations or advice given.

SEND Support

The SEND Code of Practice states that pupils who continue to cause concern despite targeted evidence based intervention will be identified as having Special Educational Needs and placed on the school SEND register at SEN Support, once parents have been fully informed.

SEN support will use the four part **Graduated Approach**, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. Regular **Review Meetings** between parents, the child's class teacher and the SENCO will review progress and plan next steps.

This is **SEND Support** which is personalised provision for a smaller number of children with SEN and disability.

For higher levels of need, we may need to draw upon more specialist assessments, recommendations and advice from external agencies and professionals who are involved with the child.

However, the majority of children with SEND or additional needs will have their needs met through additional support plans and the support of outside agencies, within the school setting.

Education, Health Care Plan (EHCP)

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that

significant support is needed from a range of sources, an application will be made to the Local Authority for an **Education, Health and Care Plan**.

If the child meets the threshold for assessment, the Local Authority will conduct an assessment of Educational, Health and Care needs and, if the pupil is deemed to meet the requirement, a plan is then drawn up and the school will work to support all areas. The application for an EHC Plan will combine information from a variety of sources including the parents, the child, the school and outside professionals. This will be reviewed annually.

6. MANAGING SEN SUPPORT THROUGH THE GRADUATED APPROACH

Assess - We clearly analyse the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupils views and where relevant, advice from outside professionals will also be considered. This analysis will require regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. This review will be in the form of termly **Review Meetings** with the parents, class teacher and SENCO.

Plan - Planning will involve consultation between the teacher and the SENCO to agree the adjustments, interventions and support that are required: the impact on progress, development, that is expected and a clear date for review. Planning will also take into account the views of the parents and child and they will be informed of the agreed support. Personal Support Plans record the adjustments, interventions and support needed to meet the child's needs and this will be shared with parents during the Review Meetings. A summary of the key points of the Personal Support Plan, in the form of a Pupil Passport will be shared with all staff that have contact with the pupil.

Do - The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. The class teacher, SENCO, and Learning Support Assistants will work closely together to plan and assess the impact of support.

Review - The regular Review Meetings with parents, class teacher and SENCO will review the process and will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil.

7. EVALUATING THE EFFECTIVENESS AND IMPACT OF SEN SUPPORT

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and

to remove those that are less so. We will publish an annual SEN report on the school website.

8. SOCIAL, EMOTIONAL AND MENTAL HEALTH DEVELOPMENT AND WELL BEING

We recognise that some of our children may have inherent difficulties with their social and emotional development which may be part of their Special Educational Needs or Additional Needs. There are other children for whom other factors will impact on their social and emotional development, either in the short term or long term. In all cases this can affect children's well-being and their mental health. These children are vulnerable and will be closely monitored. If support is needed it will be decided through the Graduated Approach, listening to their views and the views of their parents and implementing measures to meet their needs and prevent bullying.

9. SUPPORTING CHILDREN WITH MEDICAL NEEDS

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

Some children may also have Special Educational Needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

We support children, where possible, with medical conditions. Staff will be trained as need arises.

See our policies for Health & Safety, Accessibility Plan, First Aid & Administration of Medicine in School and the document 'Supporting Pupils at School with Medical Conditions' for more information.

RISK ASSESSMENTS

Risk assessments are to be completed for all children with any additional need that has social, emotional or behavioural difficulties or any child that is deemed as 'vulnerable' either due to their social development or medical condition. Each risk assessment will be assessed every term.

10. PARTNERSHIP WITH PARENTS

We recognise that parents have a vital role to play in helping their children realise their potential. The school will promote this partnership by:

- Listening to and acting upon the concerns of parents, having regard to their views, wishes and feelings.
- Ensuring that parents are aware of the school's arrangements for SEN, including the opportunities for meetings between parents and SENCO.

- Discuss concerns with parents at the earliest opportunity and prior to placing children on the SEN register.
- Offering formal consultation between the SENCO and the parents of pupils on the SEN and AEN register, and for whom there are concerns, to discuss the child's needs and approaches to addressing them. If appropriate this will be followed by regular Review Meetings every term.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Provide an annual report for parents on their child's progress.

11. INVOLVING CHILDREN

We are committed to involving children with SEN in decisions about their learning. We will:

- Listen to and act upon the concerns of children in our school, have regard to their views, wishes and feelings.
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children to support their own development and help them achieve the best possible educational and other outcomes, as reflected in our mission statement and the Holy Cross CARES values.

12. INVOLVING SPECIALISTS AND OUTSIDE AGENCIES

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists.

We may involve specialists at any point to advise on early identification of SEN and effective support and interventions. We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date for review. Records of involvement of specialists are kept and shared with parents and relevant staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

13. ACCESSIBILITY

The school complies, as much as possible within the constraints of the building, with relevant accessibility requirements, with some limited space for small groups and individual withdrawal sessions. Parts of the building can be accessed by wheelchair users and includes toilets for the disabled. The accessibility plan is updated annually and is available from the website.

14. ADMISSIONS

The Isle of Wight Local Authority is the admitting authority for Holy Cross Catholic Primary School.

Children and young people, with SEND are allocated places in two separate & distinct ways: Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team. Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

See our Common Admissions Policy for Isle of Wight Catholic Aided Primary Schools for further information.

15. TRANSITION

Our SEN support includes planning and preparation for the transitions between phases of education, key stages and year groups. We will work in partnership with parents, children and any outside agencies to make transition as successful as possible, including individualised transition plans, if necessary. We will agree with parents and children the information to be shared as part of this process.

16. NATIONAL TESTS

Children entering National tests such as the Year 1 phonics test and SATS tests will be considered for access arrangements or withdrawal from the test if their special needs are such that they could not attempt the test without additional provision. This will be discussed between the class teacher, SENCO and parents and the school will make the necessary arrangements in line with statutory guidance.

17. STORING AND MANAGING INFORMATION

Children's SEN files are held securely held in school. These files contain all school documents and documents sent and received regarding the child's educational needs.

All documentation is confidential and subject to the 'Data Protection Act 1998'. All information is held in strict confidence and will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child.

See our Data Protection policy for more information.

17. FUNDING FOR SEN

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high quality

appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium.

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual child exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC Plan where the parent or young person is involved in securing that provision.

18. TRAINING

We recognise the need to train all our staff on SEND issues and we aim to keep all school staff up to date with relevant training and development in teaching practice in relation to the needs of children with SEND.

The school leadership team, ensures that training opportunities are matched to school development priorities as outlined in the school development plan. The SENCO and staff will use information about children's needs to help us identify what training is necessary to meet the needs of children in school.

Training is provided through staff meetings, in house training, job shadowing, visits/links to other schools, externally provided training events and participation in accredited training opportunities. The SENCO regularly attends LA training and briefing meetings and local cluster meetings to keep up to date with local and national developments and to share best practice.

19. DEALING WITH COMPLAINTS

Should a parent or carer have a concern about special provision made for their child, we will work with them to try to resolve it. In the first instance, they can discuss this with the class teacher. If the concern continues this should be referred to the SENCO or Assistant Head teacher.

Complaints under this policy fall under the school's general complaints procedure, which promotes informal resolution of difficulties before more formal procedures are required. Details about this are available from the school office or on the school website.

Where parents wish to make a complaint about the handling of a decision made by the Local Authority, for example in a request for a Statutory Assessment or assessment for a EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the SENDIASS Parent Partnership Service.

20. REVIEWING THE POLICY

This policy will be reviewed and agreed annually in consultation with the SENCO and Governors.

APPENDIX 1

ROLES AND RESPONSIBILITIES

The SENCO

Our SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

Our SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

Our SENCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEN receive appropriate support and high quality teaching.

Our SENCO is **Mr Rob Woodley-Thompson**

She can be contacted via the school office or by email:

rob.woodley-thompson@holycrossrcpri.iow.sch.uk

The Governors

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures:

- arrangements are in place in school to support pupils with medical conditions
- an SEN information report is published annually
- there is a qualified teacher designated as a SENCO for the school.

In addition, our governing body works with the SENCO and Head teacher in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.