



OVERVIEW

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in the education and learning settings.

To see it in practice see the SEND information Report that is available in the main reception or on the school website.

This Policy is set within the context of the School Mission Statement:

“I come that they may have life and have life to the full”

John 10:10

Any child may have special educational needs at some point during their time at Holy Rosary RC Primary School and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy will ensure that the school meets the needs of children identified in the Children and Families Act 2014. It will ensure that no child especially one with SEN or disability, is discriminated against.

This policy is a statement of the aims, principles and strategies for implementing provision for SEND throughout the whole of Holy Rosary School. Through this we will nurture children's spiritual, moral and social development within our Catholic ethos. The policy will be reviewed in line with the priorities set in the school development plan.

SEND vision **Schools/Post 16**

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1)

Early years

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. (Code of Practice 5.1)



At Holy Rosary

- All children's individual and special needs are identified and met effectively so that they can receive their educational entitlement and that they are given equal access to a broad, balanced and relevant curriculum.
- Students are central in the planning for provision, and their voice is an integral part of setting outcomes and identifying strengths and areas for development.
- Every member of staff who work with children with SEND accept responsibility for planning, organisation and provision of appropriate educational materials and resources for children displaying individual and special needs.
- **Staff use an adaptive teaching approach to support all pupils.**
- A holistic approach to supporting the child is integral, and this includes input from pupils, parents, support staff, teachers and outside agencies.

SEND Definition

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements, which fall into at least one of the four broad areas, frequently more than one. The broad areas of need are:

- **Communication and interaction** - e.g. speech and language difficulties, autistic spectrum disorder
- **Cognition and learning** - e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties
- **Social, emotional and mental health** - e.g. children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs
- **Sensory and/or physical impairment**- e.g. visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition (Code of Practice Xviii)

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations



in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND. (Code of Practice 6.24)

Guidance

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

National

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (revised January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Teachers Standards 2012

Oldham's Local Offer

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

Holy Rosary's documents & policies

- Accessibility policy & plan
- Behaviour policy
- Safeguarding policy
- Admissions policy
- Data protection policy
- Anti-bullying policy
- Mental health & wellbeing policy

Roles & Responsibilities

Class teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class through high quality teaching.
- Working with the SENCO to review each pupil's progress and development and decide any changes to provision
- Use adaptive teaching strategies in classrooms, to support the learning and development of all pupils.
- Provide information, reports or attend review meetings based on the person-centred principles
- Engage in training to support their knowledge of pupils with SEND

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SENCO

The SENCO is responsible for:

- Working with the Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with EHC plans.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEND support and adaptive teaching strategies.
- Evaluate process and practice to improve outcomes
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned.
- Working with the Head Teacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils up to date.
- Plan and deliver CPD for all staff, that assists staff with supporting children with SEND.

Head Teacher

The Head Teacher will:

- Work with the SENCO and the SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

SEN Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENCO and the Head Teacher to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions



Monitoring & Evaluating

Through termly review meetings the school will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistants and other professionals as appropriate. This will be done through SEND Review meetings every term. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56). Children's assessments will also be monitored on INSIGHT and will be discussed at termly progress meetings.

Transition

The SENCO will liaise with the Year 6 teacher, safeguarding lead and relevant staff from secondary schools in order to support transition. The SENCO will also liaise with early years settings and health visitors regarding pupils who are new to school with SEND, to ensure that school has all of the appropriate information.

Outside Agencies

The SENCO will work with outside agencies such as: QEST, the Education Psychologist, the Social and Mental health team, school nurse, Occupational Therapy, CAMHS, HI team, VI team and Speech and Language Therapists. These agencies will support staff and children with permission gained from parents. Findings from assessments, observations and reports will be shared with parents through SEND Review meetings and will be shared with the relevant staff.

Complaints

When a concern is raised, the aim should always be to resolve this informally without the need to engage the formal complaint process. In the first instance, parents should be encouraged to discuss any concerns with the child's class teacher, and most matters can usually be resolved in this way.

The formal complaints process can be used where all attempts to informally resolve the complaint or concern have been unsuccessful, and the person raising the concern remains dissatisfied and wishes to take the matter further.

The Head Teacher is responsible for the operation and management of the schools' complaints procedure. The Head Teacher should ensure that staff are made aware of the procedures so that they know what to do when they receive a complaint.

Individual complaints should not be heard by the whole Governing Body at any stage in order to avoid compromising their impartiality.

Please see the Holy Rosary Complaints Policy for more information.

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Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for This Policy

What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data CPOMS records	Name D.O.B. Telephone NHS Details Parental Details SEN Assessment reports	Safeguarding Information reports from professionals regarding pupils with SEN will offer advice on how best to support them.	Office and admin staff SLT SENCO Relevant teachers granted access	Parent App SIMS CPOMS	Held on File Throughout Child's Time at School Passed onto New School When Moving Computer Retains Copy of Records 'Archive'

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		

Written: Jade Payne

Revised and adopted by the Governing Body on: 26th March 2025

Signed : P.Devine

Date to be reviewed: March 2026