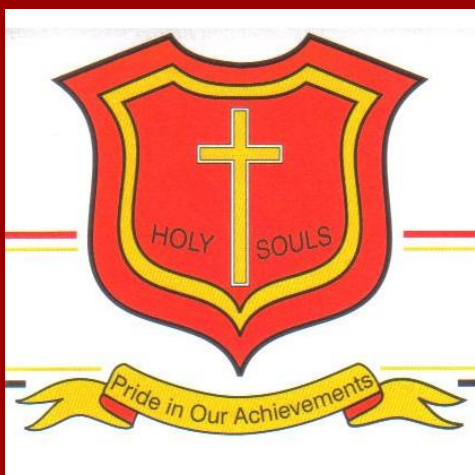


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Special Educational Needs and Disabilities Policy

Date Agreed by Committee: 12/02/2026

Date Ratified by FGB: 26/03/2026

Annual Review

Holy Souls Roman Catholic Primary School

Policy for Special Educational Needs and Disabilities (SEND)

Introduction

This policy has been developed through consultation with staff and in accordance with the 2014 Code of Practice and the Children and Families Act 2014. It was developed during the spring term of 2026 through a process of consultation with teaching staff and Governors. A schedule for the review of this, and all other policy documents, is set out in the School Development Plan. This policy is due for review in spring term 2027.

Mission Statement

“To love one another as I have loved you” is at the heart of our Mission Statement. Holy Souls is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

Our SEND policy is used to help pupils develop their God given talents and with support from staff, to achieve their full potential.

At Holy Souls School, when teaching and providing for SEND pupils we keep in mind our Mission Statement by:

- Providing a broad and balanced curriculum.
- Ensuring work is planned and adapted where needed so children with SEND develop socially, morally, academically and individually.
- Ensuring planning and thought is given to including children with SEND in all aspects of school life.
- Ensuring school plan and provide for children’s emotional wellbeing.
- Teaching children to respect their friends’ skills and talents.
- Reminding children of our motto ‘Pride in our Achievements’.

Intent

At Holy Souls School we strive to help each child to reach their full potential in a supportive environment, providing inclusion for all children.

We realise all children have individual needs. Most of these can be met with ‘quality first teaching’ within the classroom environment through an adapted curriculum when needed. For some children, additional support may be necessary at some point of their school career. We intend for all children with SEND to make progress in all curriculum areas.

Where a child has SEND, we will:

- Aim to identify the needs of the child as early as possible.
- Aim to meet the individual needs of the child.
- Work in partnership with parents in developing strategies for their child.

- Write Individual Education Plans termly.
- Value the child's and parents' views about their progress.
- Review the child's progress termly and report to parents.
- Provide interventions when needed.
- Be aware of the child's emotional and social development and provide support where needed.
- Recognise abilities and talents in a wide range of areas, not only academic.
- Recognise each child as an individual and be concerned for the whole child both socially as well as intellectually.
- To develop staff awareness, strategies and teaching skills to provide an adapted curriculum for children with SEND.
- Involve outside agencies where necessary to support and advise school on strategies to help the child make progress.
- Be aware of the child's wellbeing and mental health and support the child and family with this if needed.
- Use a range of assessment techniques to identify children's needs and to provide targets for them.

Definition of Special Educational Needs and Disabilities

A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to children of the same age.

SEND could mean that a child has difficulties with:

- Reading, writing, maths.
- Speech and language, including difficulties understanding words.
- Motor skills, difficulties with gross skills e.g., throwing a ball or fine motor skills e.g. handwriting.
- Social skills, difficulties making friends or relating to adults.
- Behavioural difficulties.

A child may be making slower progress than expected for their age but this does not necessarily mean that they have special needs.

Implementation

At Holy Souls School, our Special Needs Co-ordinator is Mrs Joanne Smyth. She works two days in school on Mondays and Tuesdays.

Holy Souls School follows the Graduated Response to Special Educational Needs:

According to the SEND Code of Practice: 0-25 years (January 2015), the Graduated Approach can be described as:

“A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that the child or young person may be experiencing.”

Where a child or young person is identified as having SEN, School takes take action to remove barriers to learning and put effective special educational provision in place through the use of a Graduated Approach.

School aim to remove barriers to learning that SEND children may face through a variety of means. These include: visuals provided for SEND pupils to aid memory, methods of communicating where a child has limited language e.g., ‘Widgit’ symbols, dyslexia friendly teaching strategies for example, consideration given to fonts used, scaffolding information and flexible groupings. Staff use a variety of strategies to help children with ADHD. These include brain breaks and fidget toys when necessary. Staff receive a training both in-house and from outside agencies on strategies to help remove barriers for children with SEND. Staff are aware that children with SEND are more vulnerable and if staff feel they need support with their mental wellbeing and social skills there are a variety of ways school can help. Examples include, social skills/ friendship groups, PSHE lessons on specific topics, access to the school counsellor, a nominated staff member children know they can talk to and referrals to our NHS Mental Health Support Worker. The SENDCO and Headteacher are qualified as ‘Mental Health First Aiders’ (Youth). We also have an Emotional Literacy Support Assistant (ELSA).

Identification

If a class teacher feels a child may have special educational needs they will speak to the Special Educational Needs and Disabilities Co-ordinator (SENDCO). The teacher and SENDCO will discuss the child and carry out some assessments. The teacher and SENDCO will then arrange to meet with their parents or carers to discuss their child’s needs and ways to help their child. The child may then be placed on our Special Needs Profile. This is known as ‘SEND Support’.

We have a range of ways to identify children’s needs. We follow the ‘Assess, Plan, Do, Review’ cycle.

Assess

In identifying a child with SEND we have a number of assessments to use within school and also services provided by outside agencies.

These agencies include:

- Blackburn with Darwen Send Support Team
- Educational Psychologist
- School Nurse
- CAMHS (Child and Adolescent Mental Health Services)

- NHS services such as Speech and language therapy
- Paediatrician

The parents' view should be sought in this assessment process. If a child is referred to an outside agency school will obtain parental permission.

Plan

Where it is decided to provide a child with SEND support the parents must be formally notified. The teacher and SENDCO should agree interventions and the support to put in place.

All children who are placed on the SEND profile will have an IEP (Individual Education Plan). This outlines the targets and outcomes a child will be working on over the term and the provision that will be put in place to help the child achieve these targets. All staff who work with the child should be made aware of their needs, the outcomes sought and the support provided. Parents will be shown their IEP termly.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class, they should still retain responsibility for the child. Teachers should work closely with any teaching assistants or specialist staff to plan and assess the impact of the intervention and how they can be linked to classroom teaching. The SENDCO will support the class teacher in determining interventions that will be effective for the child and evaluating the impact of the interventions.

At Holy Souls School, we have a number of TLAs available to deliver interventions. All interventions for EHCP pupils are recorded on a provision map.

Details of SEND provision at Holy Souls RC Primary can also be found in our Local Offer.

<https://www.blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities-send-local-offer>

Common Assessment Framework (CAF)

It may be decided that to meet a child's additional needs a CAF is needed. The SENDCO would firstly check if a CAF already exists and if not then would contact the parent to explain the procedure of opening a CAF and obtain their permission.

Once a CAF is registered there is a 28-day period for an assessment of the family to be completed. The Lead Professional gathers information from the family and any agencies involved with the child. If the assessment concludes that the child will need involvement from more than one agency in order

to meet his/her needs the Lead Professional will then arrange a Team Around the Family meeting (TAF). At the TAF meeting an action plan will be drawn up to meet the child's needs. This will then be reviewed at subsequent meetings.

Impact

Review

The effectiveness of support and interventions and their impact on the pupil's progress should be reviewed at least termly. The view of the child and parent should be sought. The class teacher working with the SENDCO, should revise the support and decide on any changes.

There should be a meeting with parents each term to review progress towards IEP targets. These discussions will usually be led by the class teacher supported if needed by the SENDCO. Meetings should where possible be aligned with the normal cycle of discussions with meetings of all parents (parents' evenings) but may be longer. At Holy Souls School we use the IEP as a record of outcomes, action and support agreed. A copy is given to parents.

Monitoring and evaluating SEND

The effectiveness of provision for SEND pupils is evaluated by:

- Class observations by the Senior Leadership Team (SLT) and/or subject leaders, SENDCO
- Monitoring of assessment data to determine effectiveness of the interventions
- Monitoring of children's work
- Termly IEP evaluation
- Pupil progress meetings with SLT
- Gaining children's and parents views
- Feedback from outside agencies
- Meetings with the SENDCO and SEND governor

Education Health and Care Plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, they have not made the expected progress and the child's needs are deemed to be exceptional within the borough the school would consider requesting an Education, Health and Care Assessment. The school would need to provide evidence to the local authority about action taken by the school as part of SEND Support.

The role of the SENDCo

The key responsibilities of the SENDCO include:

- Taking the lead in policy development for SEND.
- Prepare an annual action plan and provision map for SEND.
- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with parents of pupils with SEND.
- Leading meetings such as annual reviews.
- Liaising with outside agencies.
- Liaising with potential next providers of education to ensure 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. (Our Governors with responsibilities for SEND is Miss M Wells)

Safeguarding

Staff are alert to the potential need for early help to support pupils with a disability, mental health need or special need. The school can offer support in a variety of ways for example, access to the school counsellor, social skills groups, referrals to outside agencies such as the school nurse, 'Transforming Lives', Home Start or opening a CAF.

Staff are also aware of the vulnerability of this group of children to bullying. Any incidents of bullying are dealt with as per our 'Anti bullying policy'. Our PSHE and RE curriculum teaches children to treat everyone with kindness and respect and that we are all different and unique.

Admissions

At Holy Souls we strive to be a fully inclusive school. Any child who meets the admission criteria may attend our school, irrespective of their educational ability and they are given the opportunity to fully access the curriculum.

SEND Disputes

The school is the main contact for parents. Parents will be involved in the school-based response to their child's needs and school should explain to parents the need and purpose of any additional help given to a child. If a parent is dissatisfied with the way their child's needs are being met, they may

firstly ask to discuss their concerns with the Head teacher. If a parent is still not satisfied with the child's progress or provision, a parent may refer their case to the SEND Governors. Further to this a parent may have recourse to the LEA SEND Disputes procedure, an independent body that will aim to resolve any dispute. Parents using this service are entitled to seek the services of the Special Educational Needs Information, Advice and Support Service (SENDIASS). They can be contacted on 01254 503049 or visit www.communitycvs.org.uk/sendiass.

Appendix

Broad areas of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sometimes these children may need an Individual Behaviour Plan (IBP).

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with a MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Joanne Smyth SENDCO January 2026