



SEN Policy:

Reviewed September 2024

SLT Responsible: S Mark

Next Review Date: September 2025

The Holy Family

Catholic School

a voluntary academy



At The Holy Family Catholic School, our policies and the actions arising from them are always founded in spirit and in letter in our Catholic faith, especially our mission statement and nine core virtues:

Awakening Minds

Our faith, the teachings of Christ, is at our heart. We devote ourselves fully to our spiritual growth, striving for excellence in all that we do each day.



Achieving Dreams

Our work blends inspirational teaching and confident study in a stimulating environment. We learn wholeheartedly, turning our ambitions into reality with every opportunity.



Serving Others

Our spirit leads us to take a positive role in our community. We show love, care and respect for one another and for everyone in our world today.



SEN Policy

To be read in partnership with the SEN Information Report 2024/25

Our hope for children and young people with special educational needs and disability (SEN) is the same as for all children. We strive to ensure access for all to a varied and useful educational experience and prepare children and young people to be successful and independent for their futures.

Key principles

- SEN is a whole school responsibility requiring a whole school response
- all students admitted to the school in accordance with the school admission policy should receive a broad, balanced and relevant curriculum. Staff should identify, as early and accurately as possible, any students with additional needs and make appropriate provision
- partnerships between home and school are important to ensure students and their parents are treated with respect and have their views taken into account
- staff should liaise with each other and appropriate outside agencies in order to meet students' needs effectively
- all staff working with students with SEN should be provided with appropriate levels of support and advice

Roles and responsibilities

The Headteacher will:

- Have overall responsibility for the provision and progress of students with SEN in the school
- Ensure that SEN is a whole school priority and maintain a culture and ethos of inclusion throughout the school
- Work with the SENCo to determine the strategic development of the SEN policy and provision in the school.
- Ensure that SEN is an integral part of all the schools' policies, strategic priorities and initiatives.
- Ensure that "Every Leader is a Leader of SEN" at the school.
- Ensure that the SENCo has the knowledge, expertise and is given appropriate non contact time to undertake their role efficiently and effectively.
- Maintain an up-to-date knowledge of national and local legislation, guidance, and initiatives which may affect the educational establishments' relevant policies and practice relating to SEN.
- Ensure that the whole school CPD programme includes a robust SEN CPD offer that identifies and meets the needs of all staff.

The SEN Coordinator (SENCO) will:

- Promote and maintain an ethos of inclusion across the school.
- Establish a strategic overview and work collaboratively with all parties to coordinate the provision for children and young people with SEN across the school.

- Ensure that all SEN funding streams and resources are appropriately identified, maximised and utilised effectively in order to meet the needs of children and young people with SEN.
- Work jointly with leaders promote a culture in which teaching and learning is ambitious, inclusive and person-centred and leads to improved outcomes for children and young people with SEN.
- Drive leaders to ensure that SEN is an integral part of all the schools' policies, strategic priorities and initiatives.
- Identify training needs and provide guidance to colleagues on teaching, supporting and identifying children and young people with SEN and advise on the graduated approach to SEN support.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure students with SEN receive effective support and high quality teaching.
- Identify, plan for and review the needs of children and young people with SEN and work collaboratively with all stakeholders in order to achieve agreed outcomes.
- Communicate with all internal stakeholders about the needs of children and young people with SEN and deploy staff and resources to ensure the best outcomes for children and young people with SEN.
- Maintain an up-to-date knowledge of national and local legislation, guidance, and initiatives which may affect the educational establishments' relevant policies and practice relating to SEN.
- Gather, collate, critically analyse, interpret and evaluate qualitative and quantitative data.
- Monitor and evaluate attendance and exclusion rates for students with SEN in comparison to all other students in the school and use this to inform interventions and monitor outcomes for students.
- Manage systems to implement and maintain the school's adherence to SEN statutory regulations e.g. production of SEN Information Report, co-production of Education Health Care Plan (EHCP) for children and young people with SEN and annual reviews.
- Work with parents, carers and children and young people with SEN to ensure that their views inform co-production and decision making.
- Support the school to use its best endeavours to make reasonable adjustments to provision so that all children and young people with SEN can access appropriate education (including personalised provision), whilst still maintaining access to a diverse, coherent and cumulative curriculum.
- Have day-to-day responsibility for the operation of the SEN policy and the coordination of specific provision made to support individual students with SEN.
- Ensure the school keeps the records of all students with SEN fully maintained and up to date.
- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision.
- Ensure that, where the student transfers to/from another school or educational institution, information on provision and SEN files are shared with the appropriate authority or the proprietor of that school or institution.

Each teacher is responsible for:

As stated in the SEN Code of Practice “**Every Teacher is a teacher of SEN**”

- The progress and development of every student in their class, including those with SEN
- Adapting teaching and curriculum for students with SEN and incorporating guidance provided by the SENCo and external professionals.
- Working closely with any additional adults to assess, plan, do and review support and interventions for each student with SEN in their class
- Working with the SENCO to review each student’s progress and development and decide on any changes to provision
- Setting high academic and behavioural expectations for all students, including SEN students and supporting their achievement.
- Identify students with SEN in their class.
- Engage in on-going SEN CPD offer

Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEN. The following adaptations are made to ensure all students’ needs are met:

- Adapting and/or differentiating our curriculum to ensure all students are able to access it
- Adapting our resources and staffing
- Using our deep knowledge and understanding of our students and information about their additional needs that is shared with all staff, for example so that they are aware of the ‘every day, every lesson’ adaptations that need to be made for students to maximise their learning.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating and adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing small groups or 1 to 1 interventions to focus on key skills.

Training

- The SENCo is required to hold the National Award for Special Educational Needs (NASENCO).
- The SENCo is expected to attend conferences and COLDs meetings to share good practice with colleagues in the Keighley and Bradford and to keep up to date with SEN developments. Training needs of other staff are identified in response to the needs of students.

Complaints about SEND provision

We urge parents with any concerns regarding the SEN policy or the provision made for their child to speak to the school as soon as possible. In the first instance, please speak to your child’s tutor, Year Manager or Year Director or the Assistant SENCo or Key worker. If parents feel their child's needs are still not being met they should make an appointment to see the Assistant Headteacher - SENCo or Deputy Headteacher.