Holy Innocents' Catholic Primary School

Special Educational Needs Policy
2026 - 2027

Approved by: Head teacher	**Date:** Spring 2025
Last reviewed on: Summer 2026	
Next review due by: Summer 2027	

Holy Innocents' Catholic Primary School

'Learning & Loving Through God'

School Vision Statement

Our vision is to foster an enthusiasm for learning, enabling pupils to be creative, independent and resilient, whilst celebrating their unique talents and gifts, within a Catholic environment that creates committed young disciples understanding their role in the local and global community.

School Mission Statement

We will show God's love through our faith and actions.
We will ask God to help us through challenges we encounter.
We will celebrate and respect the diversity within our community.

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1. Introduction

All members of staff, including the governing body, head teacher, SENCO, teachers and teaching assistants have important day-to-day responsibilities for inclusion and meeting special educational needs and disabilities (SEND). **Every teacher** is a teacher of **every child** including those with SEND.

Parents play a significant role in supporting their children and an open and collaborative approach to communication and team working is vital.

The SENCO is a valued and active member of the senior leadership team (SLT). Together the SENCO and SLT work to improve and maintain whole-school inclusive practice and quality SEN provision to remove barriers to learning in all aspects of school life.

Holy Innocents' believes that:

- Each learner is an individual with his or her own particular educational needs
- The nature of children's SEN might be long or short term and in one or more areas
- All pupils have the right to a broad and balanced curriculum, adapted to reflect these needs and with regard to continuity and progression
- Learning experiences should encourage self-motivation and independence and focus on positive achievement
- Every effort should be made to include children with SEN. Wherever possible these children should be able to work alongside their peers to share educational experiences with those whose needs are different from their own.
- The SEN provision made by the school is a process which should be strongly rooted in partnership with parents

2. Definitions

Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.
A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. Vision of Inclusion

"Just as conserving biodiversity is necessary for a sustainable, flourishing planet, so respecting neurodiversity is necessary for a sustainable, flourishing human society"

(Judy Singer, Neurodiversity: The Birth of an Idea)

Holy Innocents' works towards a vision of inclusion which:

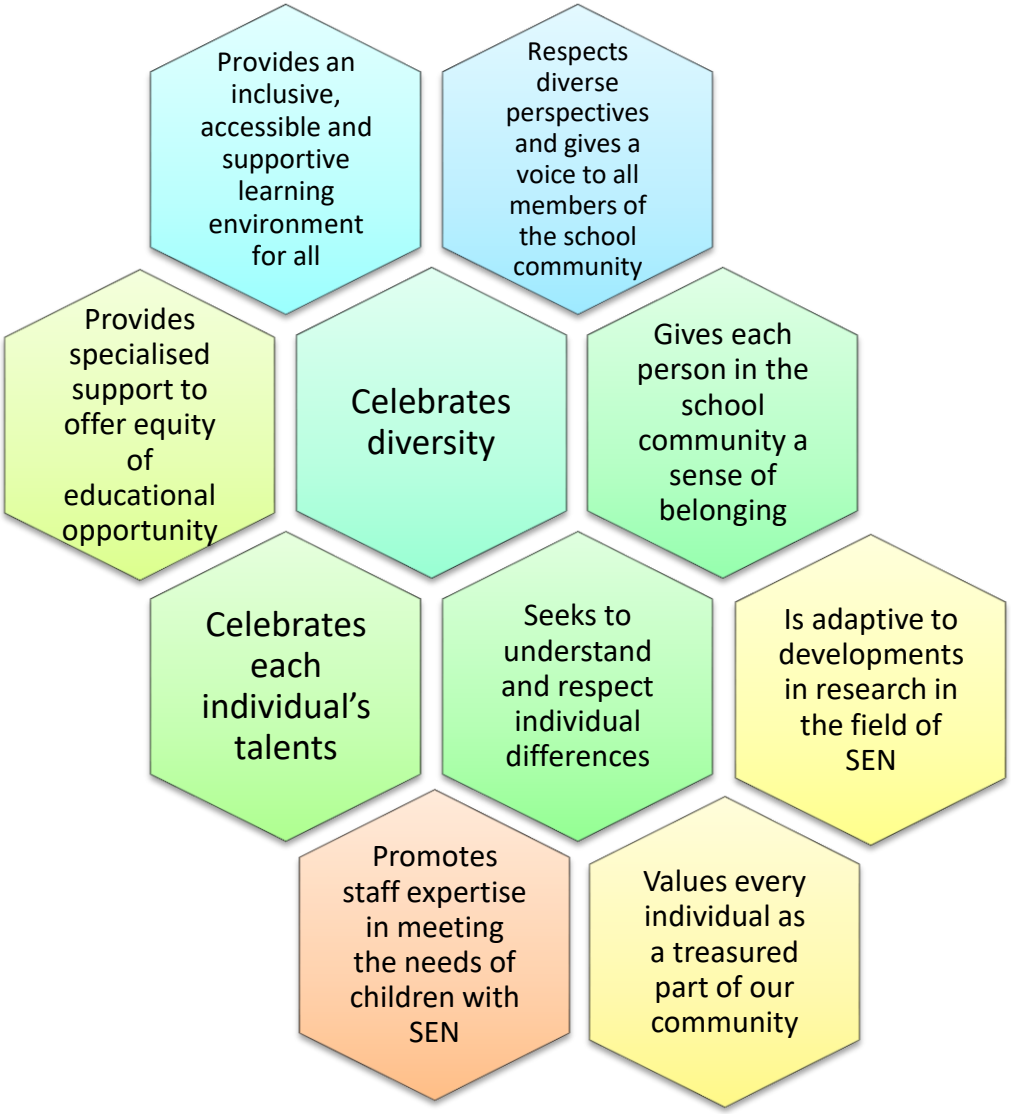


Figure 1: Holy Innocents' Vision for Inclusion

4. Key Contacts

Name	Role	Email
Katie O'Leary	Head teacher	katie.oleary@holyinnocents.bromley.sch.uk
Catherine Salter (NASENCO)	SENCO	catherine.salter@holyinnocents.bromley.sch.uk
Melvyn Chungath	Governor with responsibility for SEND	mchungath.305@lgflmail.org

5. Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was developed in line with the current SEND Code of Practice Guidelines in conjunction with the school's values around SEN and inclusive education.

Other related polices are:

- Safeguarding/ Child Protection
- Teaching and Learning
- Assessment
- Anti-Bullying
- Behaviour
- Medicines
- Transition Policy
- The school's mission statement
- Equality Policy

Section 1: Aims

Our aims are:

- To provide curriculum access and enable participation for all
- To secure high levels of achievement / progress for all
- To meet individual needs through a wide range of provision, while encouraging and fostering independence
- To enrich and enhance the social and emotional well-being of all children
- To ensure all children feel a sense of belonging and inclusion in all aspects of school life

OBJECTIVES

1. To work within the guidance provided in the SEND Code of Practice 2014
2. To identify and provide for pupils who have special educational needs and additional needs
3. To ensure the best possible provision is made for any individual who has SEN
4. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs through high quality teaching
5. To provide a Special Educational Needs Co-ordinator (SENCO) who will work to implement the Policy with colleagues
6. To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND and provide an appropriate response
7. To ensure that every child experiences success in their learning and achieves to the highest possible standard
8. Holy Innocents' Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment learning alongside their peers
9. To enable all children to participate fully in their learning
10. To value and encourage the contribution of all children to the life of the school
11. To work in partnership with parents
12. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the provision for pupils
13. To work closely with external support agencies, where appropriate, to support the need of individual pupils
14. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
15. To provide support, advice and training for all staff working with pupils who have special educational needs
16. To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
17. To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others" (National Curriculum, 2014)

Review

The success of the school's SEN Policy will be judged against the aims set out above. The Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of provision. The Governing Body will ensure that it makes appropriate statutory special educational provision for all pupils identified as in need of it. The range of support made in the school is "needs led" and therefore varies each year in response to identified needs. This policy will be reviewed annually and will be ratified by School Governors. The school governors are responsible for undertaking an annual review of an Academy School's SEND & Inclusion Policy and Procedures.

Section 2: A Graduated Response

Holy Innocents' uses a graduated response to the identification, assessment and provision for children with SEN. The core purpose is to prevent possible barriers to learning, enabling all children to access an excellent education and to fulfil their potential. The school's processes and provisions are aligned with the Children and Families Act (2014) and the Special Educational Needs and Disabilities Code of Practice (2015).

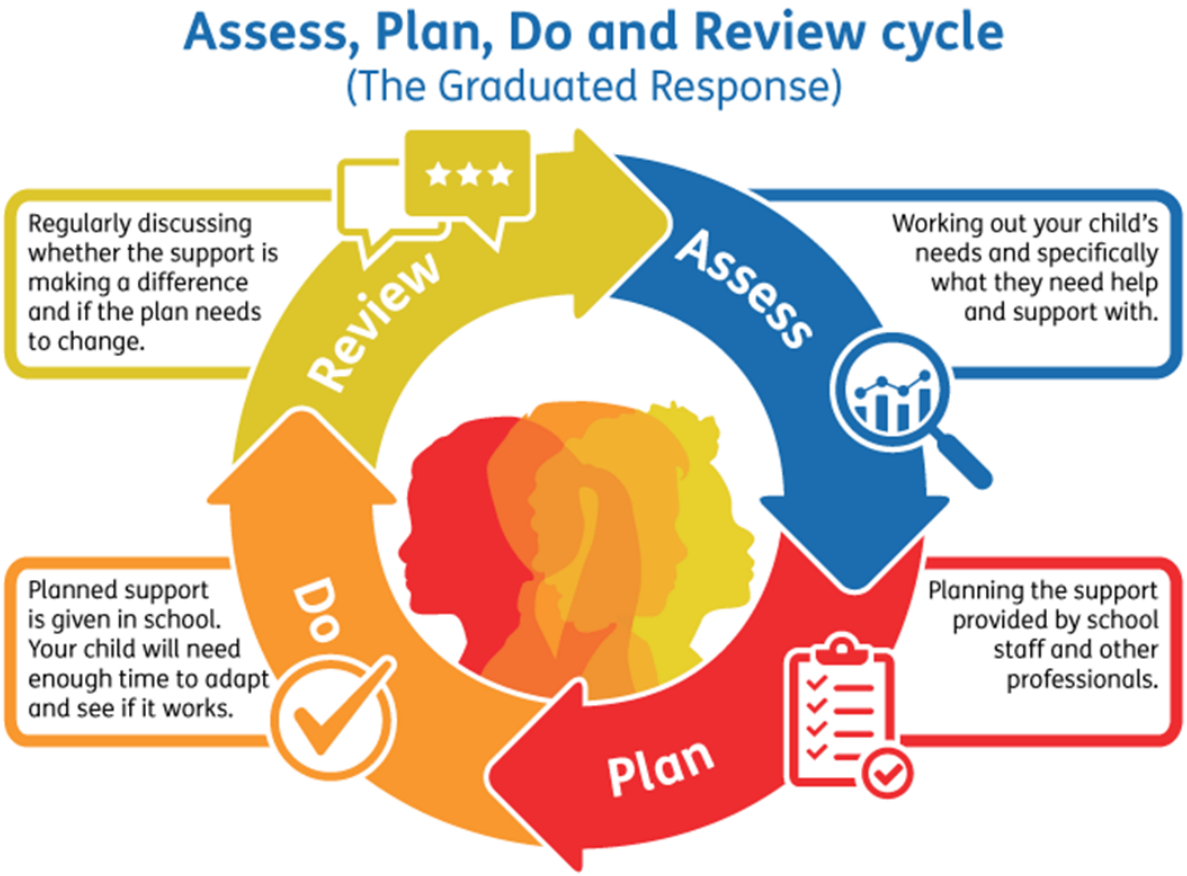


Figure 2: The Graduated Response Cycle

(Source: https://www.newcastlesendiass.co.uk/special-educational-needs-sen-support)

The SEND graduated response emphasises that effective SEND provision is built on a strong foundation of inclusive whole-school approaches and cycles of Assess-Plan-Do-Review, including the following integrated work:

- identification of needs
- high quality teaching and adaptive strategies
- reasonable adjustments, including provision of appropriate equipment/resources
- targeted interventions

Class teachers carry out the initial cycle of Assess-Plan-Do-Review, with support from the SENCO as needed.

Section 3: Identifying Special Educational Needs

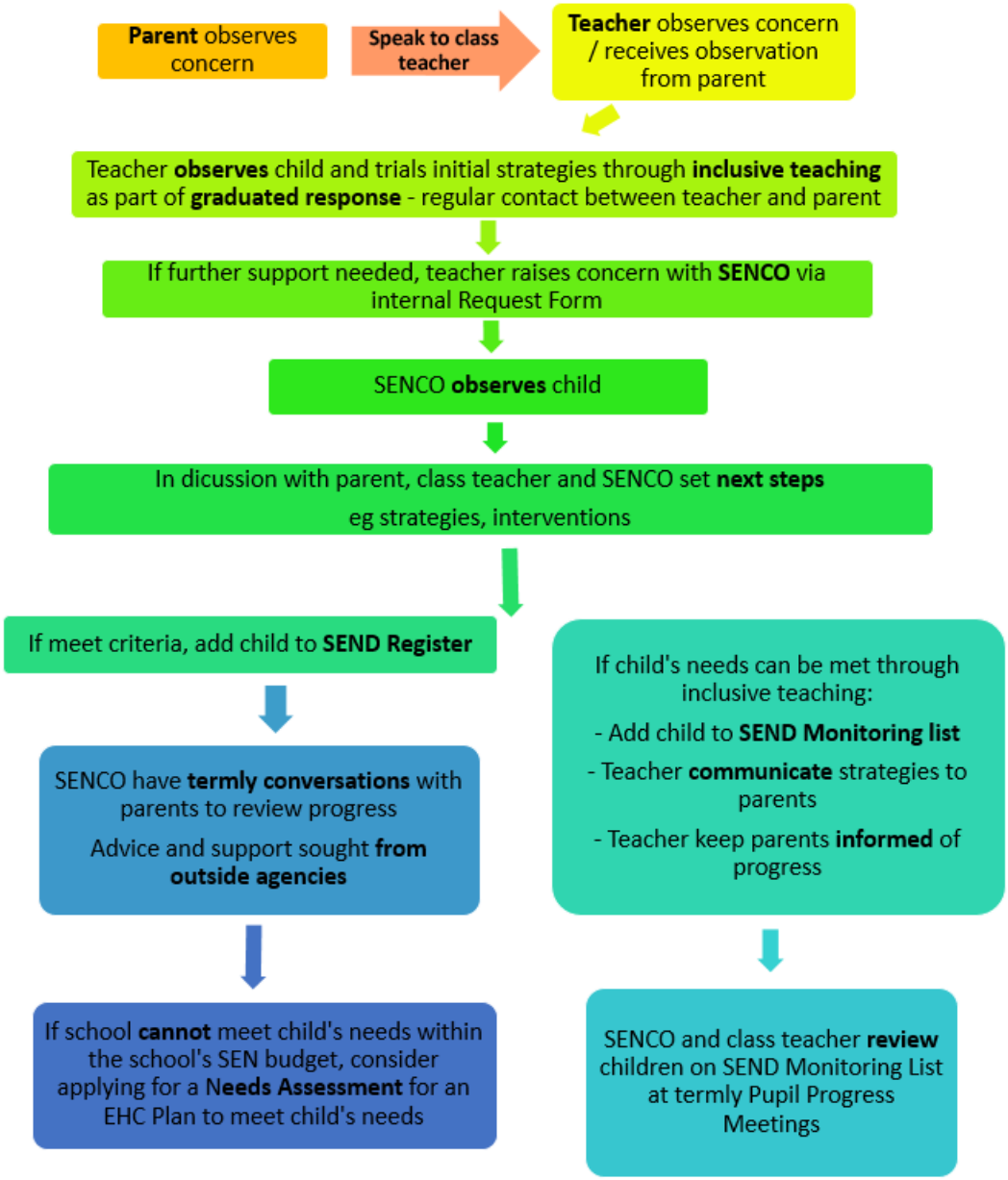


Figure 3: Process for identifying and supporting children with SEND

Class teachers are responsible and accountable for the progress and development of **all** the pupils in their class. High quality teaching, adapted for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

Early Identification

At Holy Innocents', we recognise the importance of early identification and aim to identify children's special needs as early as possible. Our staff, including staff in our Preschool, are trained to identify children who may have SEN. The skills and levels of

attainment of all pupils are assessed on entry, building on information from their previous setting. Pupils' needs and progress and regularly reviewed as part of the school's termly cycle of Pupil Progress Meetings. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child.

Identification and Assessment

Children's needs should be identified and met as early as possible through:

Analysis of the school's assessment and tracking systems:
(e.g. Insights assessment database, Suffolk Reading and Spelling trackers, other teacher assessment records)

Monitoring:
Maintenance of Class Provision Maps and Individual Support Plans to monitor progress of children with additional needs.

Transition/entry data:
Analysis of entry data including entry profiles and Foundation Stage Profile scores. Close liaison with parents and, in Reception and Preschool, any previous Early Years providers. In Year 1 – 6, liaison with previous school.

Involvement of external professionals:
Engagement with information from external professions, for e.g. reports from Speech and Language Therapists and Educational Psychologists. Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.

Pupil Progress Meetings:
Monitoring and discussions during teacher Pupil Progress Meetings.

Conversations with parents/carers:
- Sharing information from other services and professionals

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need.

This might be:
- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an Additional Language

- Being in receipt of Pupil Premium grant
- Being a Looked After Child
- Being a child of Service Personnel

Sometimes children present with challenging behaviour. This should be seen as a form of communication that needs to be addressed. In these situations, teachers will liaise closely with parents, the Head teacher and the SENCO. All parties will work together to generate realistic and relevant targets which will endeavour to change the child's behaviour positively. Close monitoring, a home/school contact book, a support plan and regular meetings to track progress may be implemented. If the child's behaviour does not improve or deteriorates further, the school may seek advice from outside agencies. Sometimes a referral will be made to agencies such as the Bromley Children Project.

Please see the school's Behaviour and Relationships Policy for more information.

Promoting social, emotional and mental well-being

Children need to feel valued, confident and secure to make maximum progress. Holy Innocents' Catholic Primary School is committed to promoting the social, emotional and mental well-being of our pupils through a range of strategies and interventions. These include:

- Playground buddies
- Lunchtime activities, quiet areas and clubs
- Social skills groups
- Home/school contact via Dojo Year R – 6) or Tapestry (Preschool)
- Play sessions for EYFS
- Key adults to talk to and 'check ins'
- 'Listening Ear'
- Calm area in each classroom
- Access to tools to support sensory regulation, e.g. ear defenders
- Sensory circuits and sensory/movement breaks
- Seeking professional advice from CAMHS and making a referral if deemed necessary

Groups such as Social skills and PSHE (Personal, Social and Health Economic) lessons are designed to improve all children's social and emotional development through discussion in a wholly supportive environment.

Bromley's *SEND Graduated Approach Framework* is organised into nine sections:

Section	Category of need	Area of need within this category
1	Communication and Interaction	Speech, Language and Communication Needs (SLCN)
2		Autism Spectrum Disorder (ASD)
3	Cognition and Learning	Specific Learning Difficulties (SPLD)
4		Moderate Learning Difficulties (MLD)
5		Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD)
6	Sensory and Physical	Hearing Impairment (HI) (MSI)
7		Vision Impairment (VI) (MSI)
8		Physical Disability (PD)
9	Social, Emotional and Mental Health	Social, Emotional and Mental Health (SEMH)

Figure 4: Main four categories of need

The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (Figure 4).

Section 4: Managing Pupils on the SEN Register

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

The SEN Register is a list the school keeps to ensure the school is providing appropriate support for children with additional needs and to track their progress consistently over time.

A pupil will be placed on the SEN register if they fit **one or more** of the following:

- they have a diagnosis (and school have a report) of one or more Special Educational Need made by a professional/specialist such as a Paediatrician, Educational Psychologist, Child Psychiatrist, Speech and Language therapist or Literacy specialist
- the pupil's additional needs and difficulties are under investigation by a specialist and the school can or have provide/d evidence of how the pupil's difficulties are hindering/impacting their learning and progress
- the pupil is receiving specialist support on a regular basis such as Speech and Language Therapy sessions

- the pupil is receiving a high level of additional adult support within the school which is over and above the support set out in 'Quality First Teaching' and the school are considering applying for additional funding

The list is confidential to the school; the school is required to share the numbers of children on the list with the local authority, but not the names of children.

The school monitors all pupils on the SEN Register closely and can remove them from the list at any time if they no longer meet the criteria. If they do this, they can later place them back on the list if appropriate. In addition to the usual twice-yearly teacher parent meetings, the SENCO is available to discuss pupils on the SEN Register in more depth during parents' evenings and by request at other times of the year.

When pupils are placed on the SEN register, parents will be formally informed. Where children have significant or complex needs, Individual Support Plans are written by class teacher, with input from pupils and parents and with support from the SENCO. These are used to guide and evidence the Assess-Plan-Do-Review process and are reviewed termly by teachers with the support of Teaching Assistants and the SENCO.

Curriculum Access and Provision for SEN

Where children are underachieving and/or identified as having SEN, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers adapt work as part of inclusive teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Group support in class
- Adaptation of resources
- Booster classes
- Motor skills sessions
- Social skills sessions
- Sensory circuits
- Phonics catch-up sessions
- 5 minute box for Literacy and Numeracy
- Pre-teaching topics or vocabulary
- Speech and Language Therapy sessions (delivered by an appropriately trained member of school staff)
- Work stations

High Needs Funding

SEN support is funded from the Notional SEN budget allocated to all schools. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the LA High Needs block where it can be demonstrated that a pupil requires a higher level of support.

Education, Health and Care Plans

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
    - High Needs Block Funding
    - An Education Health and Care Plan

  and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER

A child is removed from the register when:

- the child demonstrates a rapid increase in their learning and meets the expectations for his/her age group **and**
- the child is no longer of concern regarding their need

Teachers, pupils and parents are consulted as part of this process.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Holy Innocents' Catholic Primary School is committed to supporting pupils and their families and does so with the overarching support of The London Borough of Bromley. We believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- that personal and academic targets are set and met effectively

See Holy Innocents' website for further information relating to:

- LA Local Offer

- School's SEN Information Report
- School policy on managing medical conditions
- Other agencies involved to support families/pupils

The school recognises the additional pressures that parents/carers of pupils with SEN may be under and endeavours to be as supportive, compassionate and empathetic as possible when working with these parents. The SENCO can be contacted by telephone and email and can also direct parents/carers towards support from outside agencies.

Information about Admission arrangements and Access arrangements can also be found on our school website.
www.holyinnocents.bromley.sch.uk

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they can 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 pupils may also have special educational needs and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

SECTION 8: MONITORING AND EVALUATION OF SEND PROVISION

The monitoring and evaluation of the effectiveness of our provision is through:

- Classroom observation by SENCO and senior leaders
- Ongoing assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning
- Pupil Progress Reviews
- Pupil interviews and questionnaires
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring Individual Support Plan targets and progress
- Attendance records and liaison with Education Welfare Office

Interventions are monitored by the class teacher with the support of the SENCO, and delivered by staff who have had appropriate training. Records of interventions are captured in Individual Support Plans.

Meetings are held with Governors throughout the year and the SENCO attends Governors' meetings where appropriate.
The SEND Governor is Melvyn Chungath.
The school undergoes an active process of continual review and improvement of provision for all pupils.

SECTION 9: TRAINING AND RESOURCES

The training needs of staff, including support staff, are regularly reviewed and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO regularly attends the LA SENCO Briefings and Conferences in order to keep up to date with local and national updates in SEND. The SENCO also attends Trust SENCO meetings to share good practice.

SECTION 10: ROLES AND RESPONSIBILTIES

The SEN Governor checks the school's procedures and supports the development of the policy with the SENCO. They report activities and their impact to the Governing Board.

The Teaching Assistants are appraised by the Head teacher and SENCO. Their responsibility is to support the class teacher when meeting the needs of all pupils, particularly those who have been identified with specific needs.

The Safeguarding lead is Catherine Bacon, the Acting Head teacher. The Acting Head teacher is the Designated Safeguarding Lead and the SENCO is a Deputy Designated Safeguarding Lead. The Pupil Premium lead is the Head teacher.

SECTION 11: STORING AND MANAGING INFORMATION

All documentation pertaining to pupils with SEN is stored in accordance with the guidelines on GDPR. Information on pupils is kept in accordance with our Data retention policy.

SECTION 12: REVIEWING THE POLICY

This policy will be reviewed annually in line with current recommendations.

SECTION 13: ACCESSIBLITY

Statutory Responsibilities

In accordance with the Disability Act 2001, Local Authorities and schools were instructed to make their schools accessible for disabled pupils.

At Holy Innocents' we have installed a slope with a hand rail to ensure accessibility for all. There is a disabled toilet in the lower block of the school.

Visual resources such as timetables, prompts, posters etc. are used in all classrooms. Some children with Speech, language and communication needs have additional visual prompts to enable them to access the curriculum more independently.

Dyslexic pupils have access to a variety of additional resources such as coloured overlays for reading and writing, specially designed pencils, Dyslexia friendly reading books and laptops for word processing work where appropriate.

A soundfield system is installed in rooms used by deaf pupils.

Where a pupil with a physical disability attends the school, the school liaises with the appropriate team to support their needs, for example Bromley Vision Team and Bromley Hearing Team.

Parents are welcome to make an appointment with the school SENCO or the Head teacher if they wish to discuss their child's needs.