



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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| Date agreed | February 2026 |
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THE MISSION STATEMENT OF THE SCHOOL

Holy Family Catholic School is a Catholic community embracing the clear Christian values of respect, service and justice.

We are a family of many cultures sharing one faith.

We exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - o Support and make provision for pupils with special educational needs and disabilities
 - o Provide pupils with SEND access to all aspects of school life at Holy Family Catholic School so they can engage in the activities of the school alongside pupils who do not have SEND
 - o Help pupils with SEND fulfill their aspirations and achieve their best
 - o Help pupils with SEND become confident individuals living fulfilling lives
 - o Help pupils with SEND make a successful transition into adulthood
 - o Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Our Mission Statement Holy Family is a Catholic community, embracing the clear Christian values of respect, service and justice. We are a family of many cultures sharing one faith. We exist to educate all young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

In line with the Mission Statement, Holy Family Catholic School is committed to providing all students with high-quality education and ensures that all students have

equal access to the curriculum. The Governors and staff recognise each student to be a child of God. Hence, we are committed to ensuring high standards for all our students, including those who have special needs or disabilities.

At our school, we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

In recognition of the school's inclusive practices, Holy Family Catholic School gained a Best Autism Practice Award in 2025.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need at the relevant time.

AREA OF NEED

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| Communication and interaction | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall into this category.</p> |
| Cognition and learning | <p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |

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| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> |
| Sensory and/or physical | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs Monika Scullion.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the

pupil's needs and any provision made

Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school

Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Make sure the school keeps its records of all pupils with SEND up to date and accurate

With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

Co-operate with the LA in reviewing the provision that is available locally and developing the local offer

Do all it can to make sure that every pupil with SEND gets the support they need

Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

Inform parents when the school is making special educational provision for their child

Make sure that the school has arrangements in place to support any pupils with medical conditions

Provide access to a broad and balanced curriculum

Have a clear approach to identifying and responding to SEND

Provide an annual report for parents on their child's progress

Record accurately and keep up to date the provision made for pupils with SEND

Publish information on the school website about how the school is implementing its SEND policy in an SEN information report

Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's

accessibility plans

Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

Determine their approach to using their resources to support the progress of pupils with SEND

Make sure that pupils are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Justin Madubuko.

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Have overall responsibility for, and awareness of, the provision for pupils with SEND and their progress

Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

Make sure that the SENCO has enough time to carry out their duties

Have an overview of the needs of the current cohort of pupils on the SEND register

Advise the LA when a pupil needs an EHC needs assessment or when an EHC plan needs an early review

With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach

The progress and development of every pupil in their class

Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEND policy and the SEN information report

Communicating with parents regularly to:

- o Set clear outcomes and review progress towards them
- o Discuss the activities and support that will help achieve the set outcomes o Identify the responsibilities of the parent, the pupil and the school
- o Listen to the parents' concerns and agree with their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

Invited to discuss the provision that is in place for their child

Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

Given a report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

Explaining what their strengths and difficulties are

Contributing to setting targets or outcomes

Attending review meetings

Giving feedback on the effectiveness of interventions

The pupils' views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this

policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better their previous rate of progress

- Fails to close the attainment gap between them and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary, they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with

the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer or whether something different or additional is needed. If a pupil is joining the school, and:

Their previous setting has already identified that they have SEN

They are known to external agencies

They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that: Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account any concerns the parents have

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

Staff involved with a pupil will reflect upon the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and or the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a plan for review.

Staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any learning support assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed plan.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and or the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Tracking pupils' progress, including by using provision maps

Carrying out the review stage of the graduated approach in every cycle of SEN support

Using pupil questionnaires

Monitoring by the SENCO

Holding annual reviews for pupils with EHC plans

Getting feedback from the pupil and their parents

SEND coffee morning events

Weekly SEND surgery

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher, the Teaching and Learning team and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The SENDCO holds the NASENCO award and has completed the CPT3A Level 7 course that enables them to administer psychometric testing for Exams Access Arrangements.

The Assistant SENDCO holds Exams Access Arrangements qualification.

All staff involved in Exams Access Arrangements (including the SENDCO, Assistant SENDCO, and the Exams Officer) complete the annual Exams Access Arrangements update course.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

The school's admission arrangements can be found in the Admissions Policy on the school website.

For students with an EHCP, the SEND panel of the child's Local Authority will consult directly with the school. The school will have 15 days to respond to the consultation.

11.2 Accessibility arrangements

The school's accessibility arrangements can be found in the Accessibility Plan on the school website. The school's accessibility plan covers how we are / will:

- o Increase the extent to which disabled pupils can participate in the curriculum
- o Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- o Improve the availability of accessible information to disabled pupils

12. Safeguarding

The school is committed to ensuring the safety and well-being of all students, including those with SEND. We provide a safe and inclusive environment where SEND students are supported in all aspects of their learning and development. The SENDCO is trained as the Designated Safeguarding Lead to ensure that appropriate safeguarding procedures are followed, with a focus on the specific needs of SEND students. Assistant SENDCO attends fortnightly Wider Safeguarding Team meetings and liaises with the SENDCO and all school staff to address any emerging concerns.

We recognise that there is an additional level of vulnerability when SEND students access online content, and we implement tailored support for SEND students to help them navigate the digital world safely. This may include additional sessions on online safety, social stories and additional emotional literacy sessions to enable SEND students to understand the potential risks.

13. Complaints about SEND provision

Details of the school's complaints procedure are fully outlined in the Complaints policy. Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or curriculum lead. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaints formally.

Formal complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If a parent wishes to seek independent, confidential and impartial advice, we recommend Waltham Forest SENDIASS

This is now delivered via the Citizens Advice Bureau: CAB 220 Hoe Street, Walthamstow E17 3AY Tel: 0300 330 1175

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting the objectives set out in section 1.

We will evaluate how effective our SEND provision is with regard to:

All staff's awareness of pupils with SEND at the start of the autumn term

How early pupils are identified as having SEND

Pupils' progress and attainment once they have been identified as having SEND

Whether pupils with SEND feel safe, valued and included in the school community

Comments and feedback from pupils and their parents

14.2 Monitoring the policy

This policy will be reviewed by the SENDCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

15. Links with other policies and documents

This policy links to the following documents

SEN information report

The local offer

Accessibility plan

Behaviour policy

Safeguarding/child protection policy

SEND Handbook

Complaints policy