



Holy Rood Catholic Primary School, Swindon



Special Education Needs and Disability Policy

2025 - 2026



School Vision:

Belong

At Holy Rood Catholic Primary School we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will have had the opportunity to go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

Children's Mission Statement:



Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) 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 schools' responsibilities for Education, Health and Care Plans (EHCP), SEN co-ordinators (SENDCos) and the SEND information report
- [The Equality Act 2010](#), which outlines responsibilities and duties to make reasonable adjustments to those with disabilities.
- This policy also complies with our funding agreement and articles of association.

Definitions

SEND

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

(Special Educational Needs and Disability (SEND) Code of Practice, 2015)

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.

Inclusion

At Holy Rood Catholic Primary School, we believe that inclusion is a collective, whole school responsibility, where all children are valued. The focus will always be on ensuring a sense of belonging and adapting the curriculum and environment, wherever feasible, in order to provide the best possible support for those children with SEND. All staff ensure that Quality First Teaching is at the heart of everything we do; using evidence based practice, training, individualised target setting and the assess-plan-do-review process as the key to everyday practice.

Our policies outline plans for access for all; planning for physical, social and academic environments to be available for children inline with their peers wherever possible. We aim to include pupils wherever possible in activities, special events and trips, ensuring they are not excluded unless it is 'not reasonably practical'. Whilst striving for inclusion, we also recognise the need for tailored and bespoke support for children with very specific or high needs, in order for them to access the curriculum and environment.

We aim to act early; working alongside the family community and outside agencies; ensuring identification and provision for SEND is in place in order to limit and/or prevent future difficulties.

Inclusion is a key element throughout all aspects of school life; giving all a chance through an adaptive and creative approach. More detail can be found throughout the school's ethos and policies.

"Equality of opportunities is promoted, discrimination is tackled and learning is personalised so that all learners achieve well"

(Inclusion Tool, SSE)

Roles and responsibilities

The SENDCo: Jo Beard

The SENDCo's responsibilities:

- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Work with the Head Teacher, Senior Leadership Team (SLT), Senior Management Team (SMT) and SEND governor to determine the strategic development of the SEND policy and provision in the school, making links to the School Development Plan..
- Have 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 who have EHCPs (Educational Health Care Plans).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Keep up-to-date with current practice.
- Contribute to and, where necessary, lead the continuing professional development of staff.
- Give individual or group support to some of those children who may need a differentiated curriculum, those children who are on SEND support and those children who may have an EHCP.
- Oversee and maintain specific resources for special educational needs.

- Track progress of children, particularly those working on a different assessment criteria to their peers, and liaise with the class teacher to ensure good progress is made.
- Ensure the school has a written Special Educational Needs and Disability Policy containing the information as set out in the Special Educational Needs Code of Practice.
- Report to parents/ carers on the implementation of the school's policy for children with Special Educational Needs and Disabilities.

The SEND Governor: Helen Walsh and Anne Jones

The SEND Governor(s) will:

- Help to raise awareness of SEND issues at governing board meetings.
- Support the monitoring of the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school, making links to the School Development Plan..
- Consult the Local Authority and the governing body of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Ensure that all appropriate SEND Policies are in place and up to date.

The Head Teacher: Naomi Fry

The Head Teacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school, making links to the School Development Plan.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Work closely with the SENDCo to support the planning, implementation and assessment of children with EHCPs, collaborating with parents for Annual Reviews.
- Work with the SENDCo to make early identification of SEND needs for children, plan for early implementation of provision and support, monitor and track their progress in order to help identify what provision is required next.
- Work with other members of staff to share expertise and knowledge on individuals and groups of children when they move classes.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, Speech, Language and Communication Needs (SLCN); Autism Spectrum Disorder (ASD); Specific Learning Difficulties (SpLD) such as dyslexia or a physical / sensory impairment such as hearing loss that may also lead to communication difficulties.
- **Cognition and learning**, for example, Severe Learning Difficulties (SLD); Profound and Multiple Learning Difficulties (PMLD); Specific Learning Difficulty (SpLD). This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing); a discrepancy between achievement and general intellectual ability may indicate that a child has a SpLD.
- **Social, emotional and mental health difficulties**, for example, a wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as; problems of mood (anxiety or depression); problems of conduct (oppositional problems and most severe conduct problems, including aggression); self-harming; substance abuse; eating disorders or physical symptoms that are medically unexplained; attention deficit disorder (ADD); attention deficit hyperactivity disorder (ADHD); attachment disorder; autism or pervasive developmental disorder; an anxiety disorder; a disruptive disorder (or rarely, schizophrenia or bipolar disorder).
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

These four broad areas give an overview of what needs could be planned for. The purpose of identification of needs is to plan what action the school needs to take, not to fit a pupil into a category. Many pupils will have needs in more than one area and when identifying the needs of a pupil, the school will consider the needs of the whole child for example, attendance, health and welfare concerns. School will prioritise areas of need that require addressing first and foremost (primary need) and then may be able to support further needs following that (secondary need).

Identifying pupils with SEND and assessing their needs

We identify needs by considering and assessing the needs of the whole child. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. The SEND Code of Practice suggests that pupils are only identified as having SEND if they

do not make adequate progress following good quality teaching including teaching with reasonable adjustments and intervention to support them.

The starting point for all children is quality first teaching.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine what support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In most cases, a child's needs can be met within the provisions at Holy Rood Catholic Primary School. If it becomes apparent that a child's needs cannot be met effectively within the current year group, with discussion and agreement from parents, school might decide to make alternative arrangements for provision within a different classroom. If in more complicated situations, the child's needs cannot be met by the setting at all, this will be discussed with parents and other professionals so a more suitable setting can be identified and a managed transition carried out.

Consulting and involving pupils and parents

The school aims to develop positive and constructive relationships with parents/carers and recognises the critical role they play in their child's education. Parents are encouraged to be fully involved and attend curriculum workshops, parent consultation meetings and regular review meetings of IEPs/EHCPs where appropriate.

We will have an early discussion with the pupil, where appropriate, and their parents when identifying whether they need special educational provision. These conversations will make sure that:

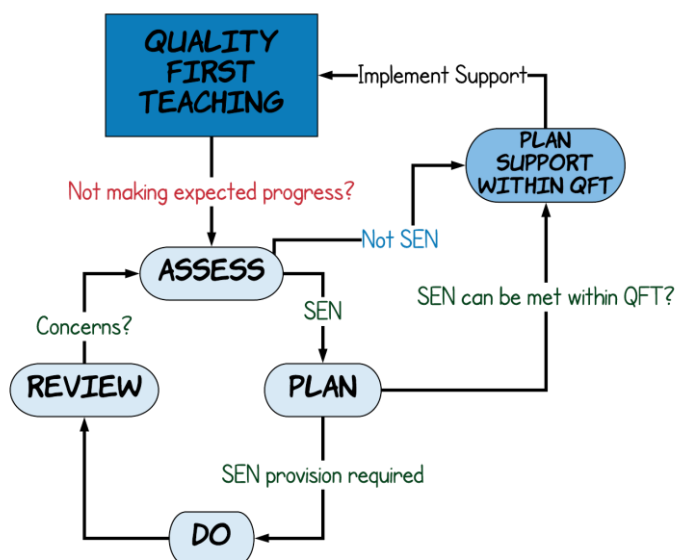
- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes for the child,
- Everyone is clear on what the next steps are and how these will be implemented.

We will formally notify parents when it is decided that a pupil will receive SEND support.

The views of children will be given due consideration according to their age, maturity and capability. Pupils' views will be actively sought on setting outcomes, discussing strategies and solutions, and evaluating their progress and achievements, using a person-centred planning approach.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly during TA/teacher SEND meetings; progress from interventions and provision is discussed. This information is also discussed with the SENDCo/Phase Lead/English/Maths Teams and SLT where appropriate in order to ensure consistency to the approaches used to support individuals and groups of individuals.

This information feeds directly into IEPs (Individual Education Plan) where SMART, small step targets are identified across each long term that are directly linked to the provision in place that supports the individuals next steps for learning.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to.

Induction and Transition: A number of strategies are in place to enable effective pupils' transition these include:

On entry:

- A planned induction programme in EYFS.

- Home visits by the EYFS team upon entry.
- Parent meetings sharing information about the school day, routines, expectations etc.
- A visit with the class teacher for parents and children to see where they will be based and key pieces of information shared about the learning environment.
- A meeting with the SENDCo if appropriate.
- A discussion with the child's previous setting.
- Additional resources provided if appropriate.

Within the school:

- A transition meeting held during term six with class teachers and the SENDCo where all information and the pupils' personal SEND information are shared, including key strategies, provision and resources that will be needed to continue high quality practice.
- All Individual Education Plans are reviewed and written by the child's current class teacher ready for the new academic year and then updated as appropriate when new provision is in place with the new class teacher.

On transition from Key Stage One (Groundwell Road site) to Key Stage Two (Upham Road site), in addition to the above:

- Several accompanied visits to the Upham Road site in term six. Including the creation of photo books and transition information that the children can take home over the summer to support their transition.
- Transition package tailored to the child's individual needs including meetings with SENDCo and staff.
- Additional resources if appropriate e.g. transition books and/or social stories are passed on with information about how they are used.

On transition to the next school:

- Encourage parents to consider all options for the next phase of education.
- Supporting parents to make decisions regarding secondary school choice during the Annual Review in Year 5 for pupils with an EHCP.
- A primary to secondary or primary to primary, transition package tailored to the child's individual needs including meetings with SENDCos and staff and/or photo books and meetings with staff.
- Accompanied visits to other settings, as appropriate.
- Transferring records of pupils who leave mid-year within five working days of the parents notifying their child has been enrolled at another school.

Our approach to teaching pupils with SEND

The needs of the majority of pupils will be met in the classroom. The school follows the guidance contained in the Special Educational Needs Code of Practice (2015). This recommends a

graduated approach; quality first teaching has the greatest impact on the progress of all children and incorporates appropriate differentiation, personalised teaching, reasonable adjustments and effective intervention. All class teachers are therefore responsible and accountable for the progress and development of all children in their class. Class teachers work in collaboration with their partner teachers, Senior Management Team (SMT), Senior Leadership Team (SLT), the SENDCo and Teaching Assistants to provide quality first teaching. Teachers are expected to make every effort to ensure that pupils with special educational needs are fully involved in the life of the class. For some pupils it will be necessary for them to spend some time in small group work or be withdrawn from the classroom for specific, timed activities related to their needs. This may be delivered by the teacher, teaching assistant or SENDCo and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as coloured overlays, visual timetables, larger font, small step curriculum, manipulative resources, language and vocabulary focus, strategies such as 'pit stops' and 'stem sentences', vocabulary and phonics mats.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and texts, reading instructions aloud, AB partner work.
- Any other recommendations made by outside agencies such as the Educational Psychologist, Speech Therapist, Occupational Therapist.

Additional support for learning

Our teaching assistants are trained to deliver a variety of interventions that the school is currently using. These range from reading to spelling, phonics, fine motor skills, emotional support and maths. The school choose interventions carefully using up to date recommendations and research. These interventions may also change from time to time in accordance with best practice and will be delivered in the most suitable way for the individuals or groups of children. These can be found on our SEND Overview document [here](#).

When there is a clear need, teaching assistants will support pupils on a 1:1 basis, however we aim to promote independence for our pupils so it is unusual for children to have full time teaching assistant support.

Teaching assistants will support pupils in small groups when our cycle of assessment identifies a need to either close the gap between their attainment and that of their peers, or to accelerate progress towards a higher level.

Expertise and training of staff

Our SENDCo has achieved her Post Graduate Certificate in Special Education Needs Coordination. She is allocated 3 days a week to manage SEND provision. She continues to attend networks where new and current information is shared, training delivered and expertise gathered in order to disseminate with colleagues. Collaborative projects are also managed within these networks as

supportive working teams. Local Authority training is regular throughout the year and attended to keep up to date with relevant legislation and information.

We have a team of about 16 teaching assistants, including several higher-level teaching assistants (HLTAs) who are all trained to deliver SEND provision.

In the previous academic years, staff have been trained in: signalong, behaviour strategies to support positive playtimes, dyslexia, number stacks, number sense, autism, working memory, project X code reading intervention and precision teaching for phonics. Specific support has been given to those ECTs/staff new to the school as well as training for teaching staff around CORE Standards that support and guide schools through the SEND process and provision. All staff have been trained to plan for, monitor and assess interventions in the most appropriate way to ensure a consistent approach to SEND provision.

Within this current academic year staff and teaching assistants have been continued to receive training on the assessment, planning and reviewing of interventions including sharing data that identifies progress for children/groups of children and reflecting back on what has worked well and what needs to happen next to continue progress. Teachers continue to receive support and training on the CORE standards as this is embedded within the school policy for SEND. Teaching assistants will receive further training on scaffolding, working memory and cognitive overload.

Staff receive annual training from the school nurse, or First Aid providers to support any relevant needs within the school such as epilepsy, allergies and medication.

Our Pastoral Lead, Liz Galvin, has had previous training in ELSA, Drawing and Talking and mental health support, she continues to utilise these expertise to support our children where appropriate.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their IEP targets each long term, or sooner if required.
- Reviewing the impact of interventions at regular intervals throughout the school year, such as half termly or at the end of units/levels as appropriate.
- Using pupil/parent questionnaires as well as pupil voice in line with the monitoring schedule.
- Monitoring by the SENDCo/Core Subject Leads in line with the monitoring schedule.
- Holding annual reviews for pupils with EHCPs.
- Parent's evening meetings and additional meetings where appropriate.
- Classroom observations, monitoring of interventions, data and assessments.
- Pupil data monitoring and tracking for formative and summative assessment.
- TAFs and Early Intervention support packages for families.

Inclusion of pupils with SEND to engage in activities available to all pupils

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops or alternative provision that may be planned for and available.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our Accessibility Plan has further details on this.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council, chaplaincy team and other bodies within the school.
- Pupils with SEND are also encouraged to be part of clubs that build on friendship and teamwork.
- Providing social and emotional skills based interventions through our Pastoral Lead.
- Access to outside agency support services.

We have a zero tolerance approach to bullying.

Working with other agencies

We work closely with a variety of other agencies to ensure appropriate provision for all our pupils. These agencies may include:

- Educational Psychologists
- Speech and Language Therapists
- Behavioural Support Team
- Advisory Teachers for Cognition and Learning
- Health Authorities
- Social Services
- Portage Team
- Child and Family Services
- Parent Support Advisor
- Primary Mental Health Children's services
- The Hearing Impairment Team
- Special Educational Needs co-ordinators of the local primary and secondary schools
- Early Intervention Team – 'Contact Swindon'
- Occupational Therapists

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the school's SENDCo, Jo Beard in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their pupils. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

There is a variety of support services available to parents in Swindon:

Parents of children with SEND are directed to the **Local Authority Local**

Offer: <https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/swindon-send-local-offer/> for more information on what services are available locally. There is a link to the Local Offer on the school website.

There is further information regarding the school's approach to supporting children with SEND in the **Annual SEND Report and SEND Overview** (our school's contribution to the Local Offer) which is available [here](#).

Parents of children with SEND are offered the support of **Swindon SEND Families Voice** [here](#).

Those parents who have children with an Education, Health and Care Plan or who have a child who is currently undergoing a Statutory Needs Assessment for an Education, Health and Care Plan are offered the support of the Independent Support Service offered by **Swindon Advocacy Movement** (www.swindonadvocacy.org.uk Tel: 01793 542266.)

Contact details for raising concerns

Special Needs/Inclusion Governors	Mrs Helen Walsh/ Mrs Anne Jones
Special Educational Needs Co-ordinator	Mrs Jo Beard

Monitoring arrangements

This policy and the Annual SEND report for parents will be reviewed by Jo Beard, SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy
- Equality Plan and Policy

- Supporting Children at School with Medical Conditions
- SEND Annual Report to Parents and Overview
- Arranging education for children who cannot attend school because of health needs

Approval and Review

Policy Written By: Jo Beard	Date: April 2026	Signed: Jo Beard
Policy Agreed by:	Date:	Signed:
Governing Body:		
Staff:		
Policy Review Schedule :	Annually	Reviewed Date : April 2027