

Holy Souls Catholic Primary School

SEND & Inclusion Policy 2025-26



Holy Souls School Welcomes You
Holy Souls School Is a Place Where We Pray Together
Holy Souls School Is a Place Where We Care
Holy Souls School Is a Place of Learning
Holy Souls School Is a Place Where Everyone Is Important

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SEND & Inclusion Policy 2025-26

Special Educational Needs Disabilities & Inclusion Policy 2025-26

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The Special Educational Needs and Disabilities (SEND) policy should be read in consultation with the Accessibility Plan, Annual SEND Report and the Parents / Carers' SEND Information Guide.

Together they include details of:

- The school's admission arrangements for pupils with SEND
- The steps school have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEND and disabilities.

(Children and Families Act 2014, Part 3)

Holy Souls Catholic Primary School Special Educational Needs and Disabilities Policy has been reviewed in the light of the draft Special Educational Needs Code of Practice for 0 - 25 years. The policy is reviewed annually by the SENDCo Mr Henvey, with support from link Governors, Mrs Knight and Canon Jonathan Veasey, taking into account parental and pupil views.

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Our Intent

At Holy Souls Catholic Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We endeavour to deliver a purposeful and ambitious curriculum for all. This broad and balanced programme of study is the gateway for every child, preparing them for the next stages in their own individual education. Our curriculum is designed to be inclusive, promote independence and raise aspirations, **with Jesus at the centre of all we do.**

Holy Souls is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

We support transition of pupils to different settings, specialist settings and / or secondary education through close working relationships with parents and other professionals. At Holy Souls we ensure that pupils develop life skills through a purposeful curriculum individualised to the needs of the pupils.

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Our Implementation

- Ensure equality of provision for pupils with special educational needs and disability (SEND)
- Take into account legislation related to SEND, including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014 *Keeping Children Safe in Education 2016*
- Provide full access for all pupils to a broad and balanced curriculum
- Ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- Enable pupils with SEND to achieve their potential
- Ensure parents / carers are fully engaged in decision making
- Take into account the views, wishes and feelings of pupils
- Provide advice and support for all staff working with pupils with SEND
- Provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

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Admission Arrangements

Pupils with an Education, Health and Care Plan

The admission of pupils with an Education, Health and Care Plan (EHCP) is dealt with by a completely separate procedure. Any child with an Education, Health and Care Plan must be admitted into the school that they name. Where this takes place before the allocation of places under these arrangements, this will reduce the number of places available to other pupils.

See Admission Policy for more information

Definition of SEND

The code of practice defines SEND thus:

A child or young person has SEND if they have a learning difficulty or disability that 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 the same age; or
- (b) Have a disability that 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 a special educational need if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (clause 20 children and families bill).

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Roles and Responsibilities

The SEND code identifies the roles and responsibilities for the governing body, head teacher, teaching and support staff and SENDCo.

The current SENDCo, Mr Henvey, is a qualified teacher and as SENDCo he will:

- oversee the day-to-day operation of the policy
- coordinate provision for pupils with SEND
- liaise with the designated teacher where a looked after pupil has SEND
- 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
- liaise with parents of pupils with SEND
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the school keeps the records of all pupils with SEND up to date

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The class teacher will:

- set high expectations which inspire, motivate and challenge pupils
- promote good progress and outcomes for pupils
- plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- work closely with support staff in the planning and monitoring of interventions
- make accurate and productive use of assessment to inform the four-part cycle (Graduated Response / Assess, Plan, Do, Review)
- manage behaviour effectively to ensure a good and safe learning environment
- fulfil wider professional responsibilities in relation to SEND e.g. the effective
- deployment of support staff, professional development, acting on specialist advice
- communicate effectively with parents with regard to pupils' achievements and pupils' well-being

Our teaching assistants work with all of our pupils with SEND across the school. They support individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions provisions and / or researched programmes.

The governors responsible for SEND are Mrs Knight and Canon Jonathan Veasey.

The designated teachers for child protection are Mrs Kielstra, Mrs Girling, Miss Trodden, Mr Henvey, Mrs Brown and Miss McTiernan. The designated member of staff responsible for managing pupil premium is Mrs Kielstra and Mrs Girling.

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Looked After Children (LAC)

As the SENDCo and designated member of staff, Mrs Kielstra, meet on a termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEND. SEND reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

See LAC policy

Access to Facilities and Provision

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our school has access to inclusive toilets.

Medicines are kept in school according to our Managing Medicines Policy which can be found on our school website.

See Accessibility plan

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Allocation of Resources

The head teacher and SENDCo are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all pupils to access the learning. Teachers have high expectations for all pupils. All pupils receive inclusive quality first teaching that is differentiated to meet individual need.

Identifying, assessing, planning and review is part of quality first teaching. Our Parent / Carer SEND Information Guide and Annual SEND Report provides a clear description of the details of what is available for all pupils with SEND through quality first teaching and what is additional and different provision. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

See Teaching and Learning policy

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Identification, Assessment, Planning & Review

Arrangements:

Holy Souls Catholic Primary School follows the Graduated Approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils (Teachers' Standards 2012).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEND support and is updated each term.

There are 4 broad areas of need:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs (S&P)

The following are not SEND but may impact on progress and attainment:

- Attendance and Punctuality
- Disability
- Health and Welfare
- English as an Additional Language (EAL)
- Receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being a child of Service Personnel

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SEND support: four-part cycle – The Graduated Approach

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEND.

Where concerns are identified an initial concerns referral form is completed and discussed with the SENDCo.

Assess - The class or subject teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment and this will be recorded and the minutes shared with all relevant parties. If any pupil has been identified with SEND the parents will be asked to agree to their child being added to the SEND register.

Plan - Parents will be formally notified of any adjustments, interventions, support and reviews of provision received by the child. Documents recording this information will then be uploaded to the school system (BromCom) and / or the SEND Provision Map used by the SENDCo.

Do - The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. Mr Henvey as SENDCo will support the above.

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Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents and where possible, the class teacher. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists.

School liaises with the following services:

- Educational Psychology Service (EP)
- Pupil School Support (PSS)
- Communication and Autism Team teacher (CAT)
- Speech and Language Therapists (SaLT)
- Occupational Therapists (OT)
- Hearing Impairment Team (HIT)
- Visual Impairment Team (VIT)
- Special Schools Outreach Support (SSOS)
- School Improvement Service (SIS)
- SEND Teaching and Support Service (SENTASS)
- - - *when appropriate*, Social Services, PAUSE, Forward Thinking Birmingham (FTB) and Looked After Children Team.

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Additional Top-Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans (EHCP)

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment.

School will provide the local authority with evidence of the action taken as part of SEND support.

Further details on provision for pupils with SEND can be found in the SEND information document.

This report can be found on the school website and within the school brochure. It outlines the provision Holy Souls makes for all pupils with SEND and within the four broad areas of need - communication and interaction; cognition and learning; social, emotional and mental health difficulties, sensory and / or physical needs.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition both within school and from school to school.

Parents/carers will be fully involved in the planning for the transfer to the new school. Key information about SEND provision will be shared with the next school /setting through the review process.

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Parents / Carers' SEND Information Guide

This policy, and the Annual SEND Report, can be found on the school website. These outline the provision normally available for pupils with SEND as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties, sensory and / or physical. The Annual SEND Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEND.

Partnership with Parents / Carers

Holy Souls' school has a positive attitude to parents / carers and values their role in their child's education. Parents / carers are always informed when their child is placed on the SEND register and the Graduated Approach, outlined in the Code of Practice, is explained to them.

They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. Parents are informed about Special Educational Needs and Disabilities Information, Advice and Support (SENDIAS) Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan.

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Pupil Participation

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress (where possible). Pupils in Key Stage 2 and above are invited to attend their termly review meeting.

Our Impact

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- Regular observation of teaching by the Senior Leadership Team and subject leaders
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time e.g. reading ages, word lists etc
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by our named Safeguarding Governor with responsibility for SEND
- The views of parents / carers and pupils. Questionnaire for parents of pupils with SEND, pupil views of additional and different provision they receive
- Regular meetings between SENDCo, class teacher and the support staff who support pupils with SEND
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- Provision Mapping - used as a basis for monitoring the impact of interventions
- The Local Authority audit to externally validate provision and outcomes for pupils with SEND

Staff Development

The Senior Leadership Team reviews the training needs of staff through performance management and pupil progress to plan appropriate CPD in relation to SEND. The SENDCo ensures staff are informed of local and national developments in relation to SEND and Inclusion. Where appropriate, specialists are used to deliver the training. Early Career Teachers (ECT) are offered support and in school training by the SENDCo.

See Annual SEND Information Report for details.

Medical Conditions

Holy Souls will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their education and healthcare plan (EHCP).

See Supporting Children and Young People with Medical Needs / Conditions Policy

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Inclusion

The Equality Act 2010 sets out key characteristics that it is unlawful to discriminate against a pupil or prospective pupil:

- age
- disability
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Holy Souls ensures that it meets the standards of the Act by:

- Eliminating discrimination
- Advancing equality and opportunity for all
- Fostering good relationships with different groups of students

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To support this Holy Souls will:

- Offer equal opportunities to all sports and after school clubs
- Ensure that Early Years provision is not gender specific and all pupils are encouraged to participate in different kinds of play
- Uniform non-specific to gender
- Welcome and celebrate all nationalities
- Ensure that translators and key documents adapted to different languages if needed
- Support EAL pupils and their families
- Celebrate different cultures and custom
- Ensure that pupils with disabilities are supported through our SEND policies and procedures
- Support staff and arrange specific training when needed
- Plan yearly to cover key other faith beliefs, festivals and celebrations
- Learn about other faiths termly through our RE curriculum
- Work with parents and students from other faiths to understand our prayer and collective worship ethos
- Staff training to ensure understanding
- Ensure sensitivity relating to issues of families and marriage

These protected characteristics are embedded into the school Anti-Bullying policy.

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The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCo and/or head teacher becomes involved.

If you feel that your concerns regarding SEND provision at school level have not been resolved then please refer to our formal complaints procedure which can be found on the MAC website.

https://saintteresaofcalcutta.org.uk/wpcontent/uploads/2022/07/Complaints_Policy.pdf

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents / carers of the local authority's commissioned independent disagreement resolution service.

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Details can also be found on the Birmingham Local Offer Webpage.

The information in this policy describes our provision for pupils with a Special Educational Need or Disability (SEND) and reflects Birmingham's Local Offer which can be found on, <https://www.localofferbirmingham.co.uk/>

Related policies:

- Admissions Policy
- Accessibility Plan
- Annual SEND Information Report
- Anti-bullying Policy
- Looked After Children Policy
- Medicines in School Policy
- Safeguarding Policy
- Teaching and Learning Policy

This policy is reviewed on an annual basis.

The next review date September 2026.