

HOLY FAMILY CATHOLIC PRIMARY SCHOOL



Special Educational Needs (SEND) Policy

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Position:	Head Teacher Chair of Governors
Signature on behalf:	Holy Family Catholic Primary School Cronton

Statement of Intent

At Holy Family School, we aim to create a school community where adults and children grow and develop to their fullest. Through the sharing of our Catholic faith, the promotion of Gospel Values and through the values of **Respect, Responsibility and Resilience**, we endeavour for all our children to develop an awareness of God's presence in themselves and others as we **'Pray, Play and Learn Together.'**

We expect all our children to expect the best of themselves – to discover their talents and to leave Holy Family with the knowledge and skills that give them firm foundations for their future. In turn, we aim to provide the best for them, to be innovative and creative in our teaching and to believe every child can survive.

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Holy Family Catholic Primary School Mission Statement

Following in Jesus' footsteps we will:

Pray together, Play together, and Learn together.

In fulfilling our Mission Statement, we aim to:

Pray together:

- Through our family and community of faith, we strive for all to hear the message of God.
- Through the promotion of the Christian values of love, acceptance, and respect for all, we will provide opportunities for all to develop an awareness of God's presence in themselves and in others.
- Through the teaching and practice of our faith, we will provide opportunities to respond to the word of God through collective worship, celebration, and quiet reflection.

Play together:

- Through the development of excellent relationships in our school community, we will strive to ensure all experience mutual respect, acceptance, and love.
- Through fun filled activities, projects, and social events, we will provide opportunities to promote community cohesion and togetherness.
- Through our creative curriculum, we will strive for all to seek excellence and experience enjoyment.

Learn together:

- Through the provision of a stimulating, well-balanced, forward thinking, diverse curriculum, we will provide opportunities for all to develop an awareness of themselves, others, and the world in which we live.
- Through inspirational, innovative, holistic teaching, we will seek to create learners who aspire to succeed.
- Through the promotion of learning and equality for all we will strive to create independent, life-long learners.

Definitions of Special Educational Needs and / or disabilities (SEND) taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEND 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 difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from accessing educational facilities of a kind provided for others of the same age in schools within the area of the local authority.

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 were 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. In this case, they would be considered an EAL child (English as an Additional Language).

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and / or disabilities in England. New legislation (The Children and Families Act 2014) came into force from the 1st of September 2014. A new SEND Code of Practice also accompanies the legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/children-with-special-educational-needs> and <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One notable change arising from the reforms is that Statements of Special Educational Needs for those children with the most complex needs have now been replaced with a new Education, Health, and Care (EHC) plan. These plans are being supported by an Education, Health, and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to those families in Knowsley and Halton that have an Education, Health, and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors. The Local Offer can be found on the Knowsley Council website www.knowsley.gov.uk and Halton Council website www.localoffer.haltonchildrenstrust.co.uk .

1. Aims and objectives

Aims

We aim to provide every child with an access to a broad and balanced education. These include the National Curriculum and in line with the Special Educational Needs and Disability Code of Practice 2014.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Create a vision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by a SENCO and headteacher and will need to be carefully monitored and regularly reviewed, in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupil's needs cannot be met by the school alone. Some of these services include Special Educational Needs and Inclusion services (SENIS), Educational Psychology service, Speech and Language therapy, Occupational Therapy, Children and Adult Mental Health Services (CAMHS) and Play Therapy.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinion of their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as Pupil Council, residential visits, school trips, school plays, sports teams and playing in the playground.

2. Roles and responsibilities for SEND provision.

Headteacher

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions, which will maximise the children's opportunity to learn.
- The headteacher and the Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs Co-ordinator (SENCO). The headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the schools' provision through:

- Analysis of the whole school pupil progress tracking system.
- Regular progress meetings with individual teachings.
- Regular meetings with the SENCO.
- Discussions and consultations with pupils and parents.

SEN / Inclusion Governor

Mrs. Kelly is the SEND and Inclusion governor. She is responsible on behalf of the Governing Body for monitoring and evaluating the effectiveness and quality of provision for all vulnerable, SEND support and EHC plan pupils. To do this, she meets with the SENCO on a regular basis, completes learning walks, observes interventions in action and speaks to the teaching assistants conducting the interventions to ascertain their views. She also speaks to children involved in interventions.

Special Educational Needs Co-ordinator (SENCO)

Mrs. Quigley is the Special Educational Needs Co-ordinator (SENCO) at our school. In line with the recommendations in the SEND Code of Practice 2014, the SENCO oversees the day-to-day operation of this policy in the following ways:

- Maintenance an analysis of provision mapping for vulnerable learners.
- Coordinating provision for children with special educational needs.
- Liaising with and advising teachers and teaching assistants where questions arise about referral processes or offering general advice to support implementation in the classroom.
- Managing all the classroom staff involved in supporting vulnerable learners.
- Overseeing the records and all children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Implementing a programme of annual reviews for all pupils with an EHCP.
- Complying with requests from an Educational, Health and Care plan coordinator to participate in a review.
- Liaise with specialist teachers and outside agencies to implement and support pupils with SEN.
- Carrying out referral procedures to the local authority to request high needs funding and / or an Educational, Health and Care plan when it is suspected convincing evidence arising from previous intervention (additional SEND support from devolved budget) that a pupil may have a Special Educational Need, which requires significant support.
- Overseeing the running of transition arrangements and transition information for year six pupils on the vulnerable learners provision map.
- Monitoring the school system for ensuring that Personal Provision Plans where it is agreed they will be used for a pupil with Special Educational Needs have a high profile in the classroom and with pupils.
- Regularly evaluating the impact and effectiveness of all additional interventions for all vulnerable learners (including those with Special Educational Needs).
- Termly pupil progress meetings with teachers to discuss progress and interventions.
- Liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending SENCO Network meetings and training as appropriate.

- Liaising with the schools' Inclusion / SEND governor by keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs, e.g., Nationally, locally and within school.
- Working closely with a range of outside agencies to support vulnerable learners.

Class teacher

Working with the SENCO to agree:

- Which pupils in the class are vulnerable learners.
- Which pupils are not making progress and may need additional interventions based on routine classroom assessments.
- Which pupils require additional support because of their Special Educational Needs and adding them to the schools' SEN record. Some of these pupils may require advice or support from an outside professional and therefore a Personal Provision Plan to address the Special Educational Need (this would include pupils with EHC plans).

Securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for pupils with Special Educational Needs to working on agreed targets, which are genuinely additional to, or different from those normally provided as part of the differentiated curriculum offer and strategies.
- Ensuring effective deployment of resources, including teaching assistant support, to maximise outcomes for all groups of vulnerable learners.

Teaching assistants

Teaching assistants will be responsible for the planning and delivery (in liaison with the class teacher and SENCO) of the interventions in the class they are assigned to, and sometimes in other classes as the need dictates. Before they begin an intervention they will baseline the children and they will assess the progress the children are making throughout the programme. They will record their progress on specific sheets according to the intervention and these will feed into the class teachers' assessments.

3. The arrangements for coordinating send provision

This SENCO holds details of all SEND records for all individual pupils. All staff can access:

- The Holy Family Primary School Send policy.
- A copy of the full SEND register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils Special Educational Needs, including pupil profiles and targets set.
- Practical advice, teaching strategies, and information about types of Special Educational Needs and Disabilities.
- Information available through Halton and Knowsley's SEND local offer.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus or on our school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health, and Care plans and those without.

5. Specialists send provision

We are committed to whole school inclusion. In our school we support children with a range of Special Educational Needs. We will seek specialist SEND provision and training from SEND services when necessary.

6. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEND

Pupils in receipt of an Education, Health, and Care plan (EHCP) will receive an initial funding (element one) from the designated school budget. Additional higher level needs funding for more complex cases will be provided by the local authority.

8. Identification of pupils needs

We assess each pupil current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and if so, reasonable adjustments will be made for them.

Class teachers, supported by the senior leadership team, complete an assessment of progress for all pupils. These identify pupils making less than expected progress given their individual circumstances. This can be categorised by the progress which:

- Is significantly lower 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.

It can include progress in areas other than attainment, for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their

parents) we do not delay in putting in effective teaching and use rigorous interventions designed to secure better progress where required. The pupils' response to such support can help identify the particular needs.

For some children, SEND can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. At Holy Family school, we are alert to emerging difficulties and respond early. In particular, parents know their children best, and we listen to and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves.

Identifying and assessing SEND for children and young people whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English, or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not send.

When identifying SEND, there are four broad areas of need that we need to consider so we can work out what action to take to meet the needs of the whole child. They are:

- Communication and interaction.
- Cognition and learning.
- Social, Emotional, and Mental Health difficulties.
- Sensory and / or physical needs.

A graduated approach: Quality first teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and difficulties.
- The teacher will take steps to provide differentiated learning opportunities that are related to pupils' academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through observations it can be determined which level of provision the child will need going forward.
- In the pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- Parents' evenings are used to monitor and assess the progress being made by children.

SEND support

When it is determined that a pupil does have SEND, parents will be formally advised of this, and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure the effective provision is put in place and to remove barriers to learning. This support provided consists of the following process:

- Assess.
- Plan.
- Do.
- Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve substantial progress and outcomes.

Assess

This involves clearly analysing the pupils needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons of peer and National data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared to school's information and analysis data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff, for example, Educational Psychologist, Speech and Language therapy, Occupational therapy or CAMHS are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO, parents and, if required, external support, for example, Educational Psychologist, Speech and Language therapy or CAMHS to agree the adjustments, interventions and support that are required; the impact on progress, developments and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies or approaches that are being employed and the outcomes that are being sought.

Do

Class teacher remains responsible for working with a child on a day-to-day basis. They will remain responsible even when the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and assess the impact of support and interventions and link the classroom teaching. They will support their assessment of the pupils strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary adjustments going forward, in consultation with parents of the pupil.

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child is such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care plan will combine information from a variety of sources including:

- Parents.
- Teachers.
- SENCO.
- Social care.
- Health professionals.
- Educational psychologists.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will remain open for people from Education, Health, and Social care about whether the child is eligible for the EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Information about the EHC plans can be found via the send local offer:

www.knowsley.gov.uk (search for SEND) www.localoffer.haltonchildrenstrust.co.uk

Education, Health, and Care plans (EHC plans)

- Following statutory assessment, a case plan will be provided by Knowsley or Halton council, if it is the idea that a child's needs are not being met by the support that is ordinarily available. The school and parents will be involved in developing and producing a plan.
- Parents have the right to appeal against the content of the EHC plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, and pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information, and associated services

All children with SEN, whether at SEN support level or with an EHC plan maintained in mainstream with 1 to 1 support will have access to the curriculum. Here at Holy Family school, we offer all children a broad and balanced curriculum by using strategies and

approaches which differentiate between pupils of different abilities. As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Where appropriate and legitimate, we endeavour to provide diverse ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor the planning, work, and progress data then when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

In addition, we also offer very specialised activities and resources to enable all our children with SEND, including those with specific and complex needs, to access all areas of the curriculum and be their personal best. Within Holy Family school we have a number of highly experienced staff who enable us to do this by identifying needs, instructing the children in a way which suits their individual needs and supporting the other in the above.

Our Pastoral team, which consists of the Deputy headteacher / SENCO and Learning Mentor, meet regularly with a teaching assistants to ensure that through rigorous screening processes and targeted work is always available to improve the emotional, mental, and social development of all pupils including those with SEN.

We also ensure that all pupils have access to extra-curricular activities irrespective of their additional needs. Our school ethos encourages inclusion at all levels and celebrates diversity; challenges prejudice and provides a safe environment for all children at all times. We consistently challenge negative behaviour towards members of the school community and wider community. See also our Behaviour policy and Anti-bullying policy.

10. Inclusion of pupils with SEND

The headteacher and SENCO oversee the school policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice as appropriate, around individual pupils, from external support services through the termly planning and review meetings, Early Help meetings, Multi-Agency Safeguarding Hub, and from Education Officers for Behaviour and Inclusion, and SEND.

Supporting pupils at school with medical conditions

At Holy Family school we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips. Some children with medical conditions may be disabled and if this is the case, the school complies with its duties under the Equality Act 2010. Some children may also have Special Educational Needs and may have an Educational, Health and Care plan, which brings together Health and Social care needs, as well as their special educational provision and the SEND Code of

Practice (2014) is followed. All children with medical needs will have a Health Care plan, outlining their condition, if medication is required and detailed procedures to follow. They are initiated by the Deputy headteacher / SENCO in conjunction with the parents or carers, with the support and advice of the school nurse or other specialist services and shared with the class teacher and TA, First Aiders and Safeguarding officers. The Healthcare plans are updated when the needs arise or on an annual basis. See also our policy for Supporting Pupils with Medical Conditions.

11. Evaluating the success of provision

To ensure the effectiveness of our SEND provision we regularly monitor the quality of the provision by:

- Liaising with class teachers on the progress of vulnerable children and those at SEN support or with an EHC plan.
- Meeting with the TAs to check on the progress of children accessing interventions.
- Liaising with the learning support teacher on the progress of the children at SEN support accessing the SEN group provision.
- Sampling work.
- Scrutinising data.
- Conducting learning walks.
- Lesson observations.
- Finding out pupil views and parents views.
- Speaking to staff.
- Meeting the governor responsible for SEN and Inclusion on a regular basis to assess the quality and impact of provision.
- Reporting to governors.
- Planning and review meetings termly.
- SEND updates at staff meetings.
- Regular meetings to monitor the quality provision.
- Progress against PPPs / PBPs.
- Raising self-esteem.
- Raised reading and spelling ages.
- Successful attainment of targets set.
- Moving children off the SEN register.
- Analysis of progress made using the range of school record keeping.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher or Deputy headteacher / SENCO, who will be able to advise on the formal procedures for complaints.

13. Inservice training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant

SEND courses, SEND meetings, and facilitates relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. If anyone from support services may raise concerns about a pupil then this will be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnership with parents

At Holy Family school we believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal academic targets assessed effectively.

The school aims to work in partnership with parents and carers and they do so via:

- Working effectively with all of the agencies supporting children and their parents.
- Ensure parents and carers have opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs which need addressing.
- Instilling confidence that school will listen and act appropriately.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils in particular, those not making expected progress, and when pupils are identified as having special educational needs, school involves parents in the monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessments and any related decision-making process.
- Making parents and carers aware of the parent partnership services available as part of the local offer.
- Providing all information in an accessible way, including, when necessary, translated information for parents with English as an additional language.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and

consulted on any points of action drawn up in regard to the provision for their child. The school SEND governor may be contacted in relation to SEND matters.

16. Links with other schools

The school works in partnership with the other schools in the local area. This enables the school to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Holy Family school invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENCO is the designated person responsible for liaising with the following:

- Educational Psychology service.
- Behaviour support.
- Social care.
- Speech and language service.
- Occupational therapy.
- Early Help.
- Specialist outreach services.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the relevant agency.

This policy will be reviewed annually and the date for the next review is February 2027.