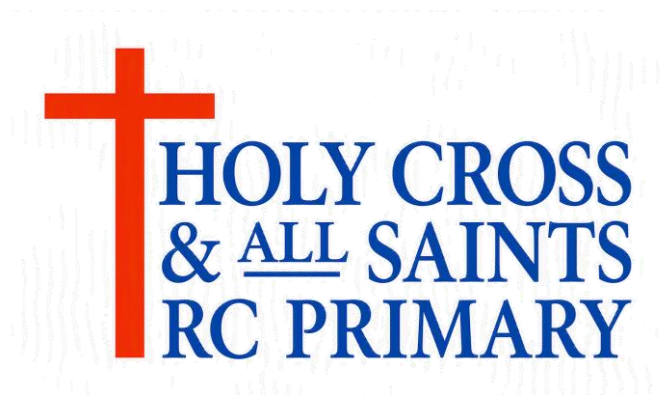




Holy Cross and All Saints RC Primary School

Love Jesus • Love Learning • Love Life

Special Educational Needs and Disabilities (SEND) Policy

Academic Year 2026–27

*“We are of the Gospel, educating all children in order for them to grow
and reach their full potential as fulfilled people in Christ”*

Policy information and version control

Field	Detail
Policy title	Special Educational Needs and Disabilities (SEND) Policy
Written by	Ms A Richardson, SENDCo
Consulted with	Headteacher and Senior Leadership Team, SEND Governor, all teaching and support staff, parents and carers of pupils with SEND, and pupils
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This policy should be read alongside the school's SEND Information Report, SEND Local Offer, Accessibility Plan and Intervention Offer, all of which are published on the SEND Support Hub area of the school website.

Contents

Policy information and version control	2
Key contacts.....	2
Contents.....	3
1. Introduction and mission	5
1.1 Whole-school inclusion statement	5
2. Legislation and statutory guidance	5
2.1 Related school policies and documents.....	6
3. Definitions.....	6
3.1 Special educational needs	6
3.2 Disability	7
3.3 Special educational provision	7
4. Aims and objectives.....	7
5. Roles and responsibilities.....	7
5.1 The Governing Body	7
5.2 The Headteacher.....	8
5.3 The SENDCo.....	8
5.4 Class teachers	9
5.5 Teaching assistants and support staff.....	9
5.6 All staff	9
6. Identifying special educational needs.....	9
6.1 The four broad areas of need	9
6.2 Factors that are not, in themselves, SEN	10
6.3 How we identify need	10
7. A graduated approach to SEN support	11
7.1 The HCAS Graduated Approach	11
7.2 Ordinarily Available Inclusive Provision	12
7.3 Assess, plan, do, review	12
7.4 The SEND register	13
8. Education, Health and Care Plans	13
9. Working with parents, carers and pupils.....	14
9.1 Partnership with parents and carers	14
9.2 Pupil voice.....	14
10. Working with external agencies.....	14
11. Supporting pupils with medical conditions	15
12. Equality, accessibility and reasonable adjustments.....	15
12.1 Admissions	15
12.2 Accessibility	15
12.3 Access arrangements.....	15
13. Inclusion in the wider life of the school.....	16

14. Behaviour, wellbeing and attendance	16
14.1 Suspension and exclusion.....	16
14.2 Attendance and emotionally based school avoidance.....	16
15. Safeguarding and SEND	16
15.1 Bullying	17
16. Looked-after and previously looked-after children with SEND	17
17. Transition	17
18. Staff expertise, training and professional development.....	18
19. Funding, resources and provision mapping.....	18
20. Monitoring, evaluation and impact	18
21. Confidentiality and data protection.....	19
22. Complaints and disagreement resolution.....	19
23. Preparing for reform: the 2026 Schools White Paper	19
24. Approval and review	20
Appendix A: Support services for families.....	21

1. Introduction and mission

At Holy Cross and All Saints RC Primary School we recognise that all children have learning needs, and that for some children those needs become special educational needs. We believe that every teacher is a teacher of every child, including every child with SEND, and that meeting the needs of pupils with SEND is the shared responsibility of the whole school community.

“We are of the Gospel, educating all children in order for them to grow and reach their full potential as fulfilled people in Christ.”

Our school family nurtures a culture of Christian love and respect for each other and the world around us. Togetherness, patience and compassion are encouraged. By providing creative experiences and challenges for all learners, children grow in resilience, learn to persevere, develop belief in themselves and build hopes and dreams for their future.

This policy sets out how we identify, assess, support and review the progress of pupils with special educational needs and disabilities, and how we work in partnership with children, families, the local authority and external professionals to do so.

1.1 Whole-school inclusion statement

We provide an inclusive learning environment in which every child can achieve and reach their full potential, and this is at the heart of everything we do. We ensure that all pupils have equal access to a broad, balanced and ambitious curriculum, delivered through high-quality, adaptive teaching that is responsive to individual needs.

We aim to identify barriers to learning as early as possible so that we can provide evidence-based support to overcome them. Where necessary, external agencies provide further strategies to help our children make progress towards their desired learning and developmental outcomes.

Successful inclusion at Holy Cross and All Saints means that:

- every pupil feels safe, confident and happy at school;
- every pupil makes the best progress of which they are capable and enjoys their time at school — in lessons, at playtime and lunchtime, and in our wider extended-school activities;
- every child believes in themselves as a learner and as a valued member of our school community.

This policy applies equally to all pupils and their families, whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

2. Legislation and statutory guidance

This policy complies with the statutory requirements set out in Part 3 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014, and has been written with reference to the following legislation and guidance:

- Children and Families Act 2014, Part 3
- Special Educational Needs and Disability Regulations 2014 (including Schedule 1: information to be published by schools)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE/DoH, January 2015)
- Equality Act 2010, including the Public Sector Equality Duty and the duty to make reasonable adjustments
- Equality Act 2010: advice for schools (DfE, updated June 2014)
- The Equality Act 2010 (Disability) Regulations 2010
- Supporting pupils at school with medical conditions (DfE, statutory guidance, updated 2015)

- Keeping Children Safe in Education (DfE, current edition)
- Working Together to Safeguard Children (HM Government, current edition)
- Working together to improve school attendance (DfE, statutory guidance)
- Behaviour in schools: advice for headteachers and school staff (DfE)
- Suspension and permanent exclusion from maintained schools (DfE, statutory guidance)
- Mental health and behaviour in schools (DfE advice)
- Teachers’ Standards (DfE, 2011, updated 2021) — in particular Standard 5
- The National Curriculum in England: framework for Key Stages 1 and 2 — inclusion statement
- Statutory Framework for the Early Years Foundation Stage (current edition)
- UK GDPR and the Data Protection Act 2018
- Salford City Council’s Local Offer, the Salford THRIVE Graduated Approach and Salford’s Ordinarily Available Inclusive Provision guidance
- Education Endowment Foundation (EEF), Special Educational Needs in Mainstream Schools guidance report

2.1 Related school policies and documents

This policy should be read in conjunction with:

- SEND Information Report
- School SEND Local Offer
- Accessibility Plan
- HCAS SEND Graduated Approach and Ordinarily Available Inclusive Provision @ HCAS
- HCAS Intervention Offer
- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy
- Equality Information and Objectives / Public Sector Equality Duty statement
- Attendance Policy
- Admissions Policy
- Complaints Procedure
- Data Protection and Privacy Policy
- Teaching and Learning Policy and Assessment Policy

3. Definitions

3.1 Special educational needs

The SEND Code of Practice: 0 to 25 years (2015) states that:

“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 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.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age, or would do so if special educational provision was not made for them.

3.2 Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 — that is, “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. “Long-term” is defined as “a year or more” and “substantial” as “more than minor or trivial”.

This definition includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

3.3 Special educational provision

Special educational provision is provision that is different from, or additional to, that normally available to pupils of the same age (SEND Code of Practice, paragraph 6.15). It is not simply provision that a pupil finds helpful — the test is whether the provision goes beyond what is ordinarily available to all.

4. Aims and objectives

Through this policy we aim to:

1. ensure that all pupils, including those with SEND, have equal access to a broad, balanced and ambitious curriculum that is adapted to meet individual needs;
2. identify the needs of pupils with SEND as early and as accurately as possible;
3. ensure that every pupil with SEND has their needs met through high-quality adaptive teaching in the first instance, supported by effective, evidence-informed additional provision where required;
4. operate a graduated approach of assess, plan, do, review that is rigorously monitored and evaluated for impact;
5. ensure that pupils with SEND engage fully in all the activities of the school alongside pupils who do not have SEND;
6. raise the aspirations of, and expectations for, all pupils with SEND, focusing on outcomes rather than on hours of provision;
7. work in genuine partnership with parents and carers, and take account of the views, wishes and feelings of the child in all decisions that affect them;
8. provide a qualified SENDCo who has strategic oversight of SEND across the school and who is a member of, or has direct access to, the Senior Leadership Team;
9. provide high-quality training, support and advice for all staff working with pupils with SEND;
10. provide an environment in which all individuals feel safe, are respected, and are encouraged to be the best they can be.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body has statutory duties under the Children and Families Act 2014 to:

- use its best endeavours to make sure that a pupil with SEN gets the support they need;

- ensure that pupils with SEN engage in the activities of the school alongside pupils who do not have SEN;
- designate a qualified teacher to be responsible for co-ordinating SEN provision (the SENDCo);
- inform parents when the school is making special educational provision for their child;
- prepare and publish a SEN Information Report and keep it under annual review;
- publish an Accessibility Plan and keep it under review;
- ensure that arrangements are in place to support pupils with medical conditions;
- ensure that there is a designated teacher for looked-after and previously looked-after children, and that this role and the SENDCo role work closely together (both are currently held by Ms A Richardson).

The Governing Body monitors the quality and effectiveness of SEND provision through the Curriculum, Pupil and Admission (including Safeguarding) Committee. The SEND Link Governor, Mrs J Arslan, meets with the SENDCo at least termly to review the SEND register, provision mapping, the impact of interventions, the use of the notional SEN budget, staff training, and outcomes for pupils with SEND. The SEND Link Governor reports to the full Governing Body.

5.2 The Headteacher

The Headteacher, Mrs A Bell, is responsible for:

- the day-to-day management of all aspects of the school, including provision for pupils with SEND;
- ensuring the SENDCo has sufficient time, administrative support and resources to fulfil the role effectively;
- ensuring the SENDCo is able to influence strategic decisions about SEND;
- keeping the Governing Body fully informed about SEND provision, outcomes and expenditure;
- working closely with the SENDCo and the Senior Leadership Team on the strategic development of SEND policy and provision.

5.3 The SENDCo

The SENDCo is Ms A Richardson, who is also an Assistant Headteacher, a Designated Safeguarding Lead, the Designated Teacher for looked-after and previously looked-after children, and the school's Mental Health Lead. She can be contacted on 0161 789 4386 or at sendco@holycrossallsaints.salford.sch.uk.

The SENDCo is a qualified teacher responsible, in collaboration with the Headteacher and Governing Body, for:

- determining the strategic development of SEND policy and provision across the school;
- the day-to-day operation of this policy and co-ordination of specific provision for pupils with SEN or a disability;
- providing professional guidance to colleagues and working closely with staff, parents and other agencies;
- advising on the graduated approach to providing SEN support and on the deployment of the school's delegated budget and other resources;
- maintaining and quality-assuring the school's SEND register and pupil records, and ensuring records are accurate, current and securely held;
- co-ordinating Individual Education Plans (IEPs) and the termly assess–plan–do–review cycle;
- liaising with parents and carers of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- co-ordinating requests for statutory Education, Health and Care needs assessments and managing annual reviews of EHC plans;
- being a key point of contact with external agencies, especially the local authority and its support services;

- ensuring smooth transition for pupils with SEND on entry to school, between year groups and key stages, and on transfer to secondary school;
- identifying, planning and delivering SEND-related professional development for all staff;
- ensuring that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- monitoring the impact of SEND provision and reporting on it to the Headteacher, SLT and Governing Body;
- acting as the school's Mental Health Lead, working alongside the Designated Safeguarding Leads and our i-Reach CAMHS practitioner.

5.4 Class teachers

Every teacher is a teacher of every child, including every child with SEND. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Each class teacher is responsible for:

- planning and delivering high-quality, adaptive teaching that is the first and most important step in responding to pupils who have, or may have, SEN;
- implementing Ordinarily Available Inclusive Provision consistently in every lesson;
- completing an Initial Concern Form (Teacher) where they have concerns about a pupil, and discussing next steps with parents and the SENDCo;
- working with the SENDCo to assess need, and writing, delivering and reviewing IEPs with SMART targets;
- directing and quality-assuring the work of teaching assistants supporting pupils in their class;
- sharing information with parents and carers at least termly, and seeking and recording pupil voice;
- contributing to annual reviews of EHC plans for pupils in their class;
- ensuring that pupils with SEND are included in all aspects of school life, including trips, visits, clubs and residential.

5.5 Teaching assistants and support staff

Teaching assistants at Holy Cross and All Saints are deployed to promote pupil independence, not dependence. In line with EEF guidance on Making Best Use of Teaching Assistants, support staff:

- supplement, rather than replace, teaching from the class teacher;
- deliver structured, evidence-based interventions with fidelity, and record starting points, attendance and outcomes;
- feed back to class teachers on pupil progress within lessons and interventions;
- receive training and preparation time appropriate to the interventions they deliver.

5.6 All staff

All staff, including lunchtime welfare staff and office staff, are expected to be aware of this policy, to know which pupils have SEND, and to make reasonable adjustments so that those pupils can participate fully and safely in the life of the school.

6. Identifying special educational needs

6.1 The four broad areas of need

The SEND Code of Practice (2015) identifies four broad areas of need. These give an overview of the range of needs that we plan for; in practice, individual children often have needs that cut across more than one area, and needs may change over time.

Area of need	What this may look like at Holy Cross and All Saints
Communication and interaction	Speech, language and communication needs; difficulty understanding or using language; social communication differences; autism.
Cognition and learning	Learning at a slower pace than peers despite appropriate adaptations; moderate, severe or profound and multiple learning difficulties; specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health	Withdrawn or isolated behaviour; challenging, disruptive or disturbing behaviour; anxiety, low mood or self-harm; attachment difficulties; ADHD. We recognise that behaviour is a form of communication and always seek to understand the underlying need.
Sensory and/or physical needs	Vision impairment, hearing impairment, multi-sensory impairment, sensory processing differences and physical disability requiring specialist support, equipment or adaptations.

6.2 Factors that are not, in themselves, SEN

The following may impact on progress and attainment but are not, on their own, indicators of SEN. Where these factors are present we address them directly, and take care not to mistake them for special educational needs:

- disability (the Equality Act duty to make reasonable adjustments is an anticipatory duty and is separate from special educational provision);
- attendance and punctuality, including emotionally based school avoidance;
- health and welfare;
- English as an additional language;
- being in receipt of Pupil Premium funding;
- being a looked-after child or a previously looked-after child;
- being the child of a serving member of the armed forces;
- summer-born or younger age within the cohort;
- behaviour that is better explained by an unmet need, a change in family circumstances, or a safeguarding concern.

Children who have English as an additional language are not regarded as having special educational needs as a matter of course. Section 20(4) of the Children and Families Act 2014 states that “a child is not to be taken as having a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home”. Where we suspect that an EAL learner may also have SEN, we assess their skills in their first language wherever possible, and seek advice from Salford’s specialist services.

6.3 How we identify need

The progress of all pupils is continually monitored through formative assessment in the classroom and summative assessment against national expectations. Progress is reviewed formally at termly pupil progress meetings between the class teacher, the Headteacher and the SENDCo. In addition we draw on:

- teacher assessment and professional knowledge of the pupil;
- data on the pupil’s progress, attainment, attendance and behaviour;
- the pupil’s development in comparison with their peers and with national data;
- the views and experience of parents and carers;
- the pupil’s own views;

- advice from external support services;
- standardised and screening assessments, for example dyslexia and speech and language screeners;
- specialist assessments, for example from a speech and language therapist or educational psychologist;
- EYFS baseline and Reception Baseline Assessment, and the two-year-old progress check where applicable;
- information passed on from previous settings and schools.

The class teacher is usually the first person to notice that a child may need extra help. Where a concern arises, the teacher completes an Initial Concern Form (Teacher) and arranges a discussion with parents and the SENDCo. Parents who have concerns of their own can complete an Initial Concern Form (Parent) together with the six-week home monitoring diary, both of which are available on the SEND Support Hub or from the school office.

A decision to add a child to the SEND register is made jointly by the SENDCo, the class teacher and the parents or carers, informed by the child's own views. Parents are always informed in writing when the school begins to make special educational provision for their child.

7. A graduated approach to SEN support

High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching for pupils with SEND, and the progress made by all pupils, is a core part of the school's performance management arrangements and of its approach to professional development.

We monitor the quality of teaching and of provision for pupils with SEND through lesson visits, observation of intervention sessions, work scrutiny, pupil progress meetings, learning walks, provision mapping, pupil and parent voice, and analysis of assessment data.

7.1 The HCAS Graduated Approach

Our graduated approach mirrors the Salford THRIVE model and has five stages. At each stage we ask a key question, gather evidence over a period of at least six weeks, and share progress with parents before moving on.

Stage	Key question	What happens
1. Initial Concern / Early Identification	Is the child struggling with their learning, behaviour or emotional wellbeing?	Initial Concern Form completed by the teacher and/or parent. Concern shared and next steps agreed together. Early help for families considered where appropriate.
2. Getting advice — classroom adjustments (Quality First Teaching and OAIP)	What everyday classroom strategies and support will help this child make expected progress?	Six weeks of monitoring and evidence gathering. Teachers use high-quality adaptive teaching and Ordinarily Available Inclusive Provision. Progress shared with parents. If the child makes sustained progress, universal support continues.
3. Getting help — targeted interventions (Evidence-based SEND support)	Does the child need support that is additional to, or different from, universal classroom teaching?	SENDCo involvement and the child is added to the SEND register with parental agreement. Areas of need identified against the four broad areas. A termly assess–plan–do–review cycle begins and an IEP with SMART targets is created. Targeted support may include 1:1 or small-group work on memory, core subjects, speech, language and communication, social and emotional needs or physical

		development, drawn from the HCAS Intervention Offer.
4. Getting more help — specialist interventions	Does the child need specialist support and guidance to fully understand their complex needs and make meaningful progress?	With written parental consent, referral to specialist external professionals such as an educational psychologist or speech and language therapist, who offer deeper insight and tailored strategies within the assess–plan–do–review cycle.
5. Request for EHC needs assessment	Are the specialist strategies making a difference to the child’s progress and wellbeing?	Where the child’s needs cannot reasonably be met from the resources ordinarily available to the school, a request for an Education, Health and Care needs assessment is made to Salford City Council, in full consultation with parents.

The full HCAS SEND Graduated Approach flowchart and the Ordinarily Available Inclusive Provision @ HCAS document are published on the SEND Support Hub area of the school website.

7.2 Ordinarily Available Inclusive Provision

Ordinarily Available Inclusive Provision (OAIP) is the range of activities, opportunities and strategies offered as basic good practice to meet a range of additional needs, without the need for a formal diagnosis or specialist support. It is the provision we expect to see in every classroom, for every child, every day.

Our OAIP is built on the EEF’s five recommendations for supporting pupils with SEND in mainstream schools — the “five a day” principle:

- explicit instruction;
- cognitive and metacognitive strategies;
- scaffolding;
- flexible grouping;
- using technology purposefully.

Alongside these, consistently applied inclusive strategies include visual supports and visual timetables, structured and predictable routines, pre-teaching and over-learning of vocabulary, chunked instructions and processing time, adapted resources such as coloured overlays and printed materials, careful seating and classroom organisation, movement and sensory breaks, access to a quiet space, and named trusted adults.

7.3 Assess, plan, do, review

Every child on the SEND register is supported through a four-part cycle that is revisited at least termly, with each cycle building on the last through a growing understanding of the child’s needs and of what supports them well.

Assess

The class teacher, working with the SENDCo, carries out a clear analysis of the pupil’s needs, drawing on teacher assessment, progress data, comparison with peers, parental views, the pupil’s own views and, where appropriate, specialist assessment. This is reviewed regularly so that support is matched to need.

Plan

Parents are formally notified that special educational provision is being made. The teacher, SENDCo, parents and pupil agree the adjustments, interventions and support to be put in place, the expected impact on progress, and a clear review date. This is recorded in an Individual Education Plan (IEP) with SMART targets — Specific, Measurable, Achievable, Relevant and Timely. All staff working with the pupil are made aware of the plan.

Do

The class teacher remains responsible for working with the pupil on a daily basis and retains accountability for their progress, even where interventions involve group or one-to-one teaching away from the main class. The teacher works closely with teaching assistants and specialist staff to plan and assess the impact of support.

Review

The effectiveness of the support and its impact on the pupil's progress is reviewed at least termly, in line with the agreed date. Reviews evaluate the impact and quality of support, take account of the views of the pupil and their parents, and feed back into the analysis of the pupil's needs. The teacher and SENDCo revise the support in light of the pupil's progress, and agree any changes with the parents and pupil. IEPs are shared with parents, who are invited to comment and contribute.

7.4 The SEND register

Since the SEN reforms of 2014 there has been a single category of SEN Support, together with Education, Health and Care Plans. Our SEND register records, for each pupil, their primary area of need, the stage of the graduated approach, the provision in place and the review date. A separate monitoring list records pupils at the Initial Concern stage who are not on the SEND register.

Pupils are removed from the SEND register where, following review, they have made sustained progress and no longer require provision that is different from or additional to that ordinarily available. This decision is made in consultation with parents and the pupil, and progress continues to be monitored for at least two further terms. Removal from the register does not remove any reasonable adjustments a pupil is entitled to under the Equality Act 2010.

8. Education, Health and Care Plans

Where a child or young person has lifelong or significant difficulties and their needs cannot reasonably be met from the resources ordinarily available to a mainstream school, a request may be made to Salford City Council for a statutory Education, Health and Care needs assessment. A request can be made by the school, by a parent, or by a young person aged 16 or over. Parents are fully involved in the process, and the school provides the evidence gathered through at least two cycles of assess–plan–do–review.

The local authority has six weeks to decide whether to carry out an assessment, and the whole process from request to a final EHC plan being issued must take no more than 20 weeks. If the local authority decides not to assess, or not to issue a plan, parents have a right of appeal to the First-tier Tribunal (SEND) and access to disagreement resolution and mediation services.

Where a pupil has an EHC plan, the school:

- makes the special educational provision specified in Section F of the plan;
- works closely with the specialist agencies named in the plan;
- holds an annual review meeting, or a review every six months for children under five, or more frequently where needs change;
- invites parents, the pupil, the class teacher, relevant support staff, the local authority and all professionals involved to the review;
- seeks the child's views in advance of the meeting and enables them to attend part of it where appropriate;
- reviews progress towards the outcomes in the plan, considers whether they remain appropriate, and makes recommendations for any amendments;
- holds the Year 5 annual review with an explicit focus on transition to secondary school, and ensures the receiving school is involved from the Year 6 autumn term, so that the local authority can amend and issue the plan naming the secondary school by the statutory deadline of 15 February in Year 6;

- makes parents aware of their right to request a personal budget as part of the EHC planning process.

9. Working with parents, carers and pupils

9.1 Partnership with parents and carers

Holy Cross and All Saints recognises that parents and carers are their child's first educators and hold a unique knowledge of their child. Meeting a child's special educational needs is a shared responsibility. In working towards genuine partnership we:

- meet parents of children with SEND regularly to discuss progress, set and review outcomes, and agree next steps — in addition to whole-school parents' evenings;
- share IEPs with parents, invite their comments and suggestions, and provide a copy for use at home;
- always seek written consent before making a referral to an external professional;
- communicate in a way that suits the family, which may include home–school communication books, telephone calls, email or informal daily conversation at drop-off and collection, particularly in the Early Years;
- provide information in accessible formats, and arrange interpreters or translation where a family's first language is not English;
- signpost families to Salford Information Advice and Support Service (SIASS), the Salford Parent Carer Forum, IPSEA and the Salford Local Offer;
- record the outcomes of all meetings, the agreed actions, and the support agreed, and share a copy with parents.

9.2 Pupil voice

Children and young people have a right to have their views, expectations and needs taken into account in all planning that affects them. At Holy Cross and All Saints we:

- share IEP targets with children and involve them in setting and reviewing them, in a format appropriate to their age and understanding;
- use one-page profiles, pupil-voice questionnaires, drawing, symbols and structured conversations for pupils who find discussion difficult;
- invite children to contribute to, and where appropriate attend, their annual review;
- use circle time, PSHE and the school council to ensure all children are represented;
- encourage all children to develop a positive sense of self-image and pride in their own identity, and to accept and value difference.

10. Working with external agencies

The school can involve specialists at any point, and would always consider doing so where a pupil continues to make little or no progress despite well-founded support. Written parental consent is always sought first. It is the role of the SENDCo to make referrals and to ensure that what is agreed or discussed is shared with parents, staff and, where appropriate, the child.

Agencies and services we work with include:

- Salford Educational Psychology Service
- Salford Learning Support Service, which includes the two specialist teams below
- Cognition and Learning Team (Salford Learning Support Service)

- Autism and Social Communication Team (Salford Learning Support Service)
- Specialist teachers for hearing and vision impairment
- Speech and Language Therapy Services
- Occupational Therapy and Physiotherapy Services
- Child and Adolescent Mental Health Services (CAMHS), including our i-Reach / Thrive in Education CAMHS practitioner in school
- the school nursing service and community paediatricians
- the Education Welfare Service
- Early Help, the Multi-Agency Safeguarding Hub (MASH) and the Children with Disabilities Social Work Team
- Salford’s Statutory Assessment Team and Early Support / Portage Home Visiting Team.

Where a family would benefit from co-ordinated support, an Early Help Assessment may be completed with their agreement, to identify need across the whole family and to bring in the right services.

11. Supporting pupils with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, in which case the school complies with its duties under the Equality Act 2010. Some may also have SEN and an EHC plan which brings together health and social care needs as well as their special educational provision, in which case the SEND Code of Practice (2015) is followed.

Individual Healthcare Plans are drawn up with parents and healthcare professionals where required, and are reviewed at least annually. The school follows the DfE statutory guidance Supporting pupils at school with medical conditions and its own Supporting Pupils with Medical Conditions Policy.

12. Equality, accessibility and reasonable adjustments

Under the Equality Act 2010 the school must not discriminate against, harass or victimise disabled children, must make reasonable adjustments — including the provision of auxiliary aids and services — to prevent disabled pupils being placed at a substantial disadvantage, and must comply with the Public Sector Equality Duty. The duty to make reasonable adjustments is anticipatory: we plan ahead rather than waiting for a particular child to arrive.

12.1 Admissions

Admission arrangements are the responsibility of the Governing Body and are set out in the school’s Admissions Policy. Pupils with SEND are admitted on the same basis as all other pupils. The school will not refuse to admit a child on the grounds that it does not feel able to cater for their SEND, and children with SEND but without an EHC plan are treated fairly in the admissions process. Where a school is named in Section I of a child’s EHC plan, the Governing Body has a statutory duty to admit that child.

12.2 Accessibility

The school’s Accessibility Plan, published on the website and reviewed at least every three years, sets out how we will increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment of the school, and improve the availability of information to disabled pupils in accessible formats. Our building has step-free access and an accessible toilet. A ground floor plan is published on the SEND Support Hub.

12.3 Access arrangements

Where a pupil's normal way of working requires it, the school applies access arrangements for statutory assessments, including additional time, a reader, a scribe, rest breaks, a separate room or modified papers, in line with the current Key Stage 2 Access Arrangements guidance from the Standards and Testing Agency. Some arrangements, including additional time and modified papers, require an application to the Standards and Testing Agency by its published deadline; others, including a reader and rest breaks, are delegated to the school provided they reflect the pupil's normal way of working. In the English reading test a reader may only read the general instructions, not the texts or the questions, and a pupil awarded additional time solely because of a reading difficulty may have either additional time or a reader, but not both.

13. Inclusion in the wider life of the school

All pupils, including those with SEND, are entitled to take part in the full life of the school. We plan proactively so that pupils with SEND can access after-school clubs, sports, music, educational visits, the Year 6 residential to Lledr Hall, Bikeability, and pupil leadership and ministry roles. Risk assessments are used to enable participation, not to prevent it. Where a pupil cannot access an activity, the school will explain why and offer a meaningful alternative.

14. Behaviour, wellbeing and attendance

We are an Emotionally Friendly School. We understand that behaviour is a form of communication, and that pupils with SEND may present behaviour that reflects an unmet need. Our Behaviour and Relationships Policy is applied with reasonable adjustments for pupils with SEND, and we consider whether behaviour is related to an underlying need before applying sanctions.

Support for social and emotional development includes weekly circle time and PSHE, mindfulness and reflection time, our Wellbeing Hub as a quiet space, group and individual work with our in-school CAMHS practitioner through the i-Reach programme, Lego Therapy and other targeted interventions.

14.1 Suspension and exclusion

The school recognises that pupils with SEND are nationally at disproportionate risk of suspension and exclusion. Before considering any suspension or permanent exclusion of a pupil with SEND, the Headteacher will consider whether the school has made all reasonable adjustments, whether provision remains appropriate, and whether an early annual review or emergency review of an EHC plan, or a request for an EHC needs assessment, is required. The school does not use unlawful "informal" or "unofficial" exclusions. Any part-time or reduced timetable is used only as a temporary, agreed and reviewed measure, with parental agreement and a clear plan for reintegration.

14.2 Attendance and emotionally based school avoidance

We recognise emotionally based school avoidance (EBSA) as a signal of distress rather than defiance. Where a pupil is finding attendance difficult, we work with the family at the earliest possible stage to understand the reasons, put in place adjustments such as a soft start, a named trusted adult, a quiet arrival space or a temporary adjusted timetable, and draw on support from the Educational Psychology Service, Early Help and CAMHS. Guidance for families is published on the SEND Support Hub.

15. Safeguarding and SEND

The school recognises that children with SEND can face additional safeguarding challenges, and that additional barriers can exist when recognising abuse and neglect in this group. These include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND being disproportionately impacted by bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers;
- a reluctance to challenge carers or professionals.

The SENDCo is a Designated Safeguarding Lead and works closely with the other Designated Safeguarding Leads in school. All staff are trained to be alert to these barriers, in line with Keeping Children Safe in Education. Pupils with SEND are given extra pastoral support and are supported to communicate concerns in ways that work for them.

15.1 Bullying

In line with paragraph 6.68 of the SEND Code of Practice, the school takes specific steps to prevent bullying of all pupils, including those pupils with SEND. These include whole-school work on difference and disability through PSHE, RE and Celebration of the Word, staff and lunchtime supervision in less structured times, peer support and buddy systems, pupil-voice checks with children with SEND about how safe and happy they feel, and prompt, recorded action in response to any incident. Our Anti-Bullying Policy sets out our full approach.

16. Looked-after and previously looked-after children with SEND

At Holy Cross and All Saints the Designated Teacher for looked-after and previously looked-after children is also the SENDCo, Ms A Richardson, so SEND planning and looked-after planning are joined up from the outset and the needs of these children are fully understood by staff. Where a looked-after child has SEN, their Personal Education Plan and their SEN support arrangements are considered together, and the virtual school head, social worker and carers are involved in planning and review. Consent for referrals for a looked-after child may be given by the carer or the social worker in accordance with the child's care arrangements.

17. Transition

We know that transition can be a point of vulnerability for pupils with SEND, and we plan for it carefully.

Transition point	What we do
Into Nursery / Reception	Early liaison with pre-school settings and health professionals, home visits, additional stay-and-play sessions, transition meetings with parents and the SENDCo, and early sharing of any EHC plan or Early Support paperwork.
Between year groups	Structured handover between class teachers including IEPs, pupil profiles and successful strategies; additional transition visits and transition booklets or photographs for pupils who need them.
Key Stage 1 to Key Stage 2	As above, with support from the Educational Psychology Service and Learning Support Service where required.
Into Year 7	SENDCo-to-SENDCo handover, enhanced transition visits, involvement of the receiving school in the Year 6 annual review for pupils with EHC plans (with secondary planning beginning at the Year 5 review), and support for parents in expressing a preference.
Mid-year admissions and in-year moves	Records requested promptly, an early meeting with parents, and provision put in place from the first day wherever possible.

18. Staff expertise, training and professional development

Children with SEND and their families have a right to be supported by high-quality, skilled professionals. All staff at Holy Cross and All Saints are teachers of children with SEND, and in addition specified staff receive training to develop their skills further.

Our approach to professional development is that:

- SEND is a standing item on the school's professional development plan, with dedicated time at INSET days and staff meetings;
- training priorities are set by analysing the current profile of need on the SEND register, alongside needs identified through appraisal;
- all new staff, including support staff and supply staff, receive an induction covering this policy, the SEND register and the school's inclusive practice;
- where a child with a specific need joins the school, specialist professionals are asked to provide awareness training for all staff who work with that child;
- any training attended by an individual is shared with colleagues in staff meetings;
- the SENDCo maintains a record of SEND-related training and reports on it to the Governing Body annually.

The SENDCo is a qualified teacher and holds, or is working towards, the National Professional Qualification for SENCOs, in line with statutory requirements. The SENDCo keeps their knowledge current through the Salford SENCO network, local authority briefings and relevant national training.

19. Funding, resources and provision mapping

The school receives a notional SEN budget as part of its delegated funding, which is intended to meet the additional support costs of pupils with SEND up to a threshold set nationally. Where a pupil requires provision costing more than this threshold, the school applies to Salford City Council for high needs top-up funding, normally through an EHC plan.

All teachers contribute to whole-school and class provision mapping, which sets out the interventions and additional support in place across the school and highlights resourcing needs. The Headteacher and SENDCo decide how the school's resources, including support staff and specialist equipment, are allocated across all pupils with SEND, based on need and on the evaluated impact of provision. Expenditure is reviewed with the Governing Body annually.

20. Monitoring, evaluation and impact

The Governing Body has a statutory duty to ensure the quality of educational provision, and as part of this to ensure that the needs of individual pupils with SEND are met. We evaluate the effectiveness of our SEND provision through:

- the progress and attainment of pupils with SEND, tracked termly and compared with national data for similar pupils;
- the recorded impact of individual interventions against baseline starting points;
- the number of pupils moving between stages of the graduated approach, and off the SEND register;
- attendance, punctuality, suspension and exclusion data for pupils with SEND;
- participation rates of pupils with SEND in clubs, trips and wider school life;
- pupil and parent voice
- monitoring of teaching, work in books and provision maps;

- termly SENDCo reports to the Senior Leadership Team and to the SEND Link Governor;
- an annual SEND report to the full Governing Body.

Where an intervention is not having the intended impact, an alternative approach or additional support is put in place and the reason for the change is recorded.

21. Confidentiality and data protection

Information about a pupil's SEND is sensitive personal data and is handled in accordance with the UK GDPR, the Data Protection Act 2018 and the school's Data Protection Policy. SEND records are held securely and shared only with those who need them in order to support the child. Information is shared with external agencies with parental consent, except where there is a safeguarding reason to share without consent. Parents may request access to their child's records. SEND records are transferred securely to the receiving school when a pupil moves on, and retained thereafter in line with the school's retention schedule.

22. Complaints and disagreement resolution

We work hard to build and maintain good relationships with all our parents and to resolve any concern quickly and informally. Should a parent of a child with SEND wish to raise a concern or complaint about the provision made at Holy Cross and All Saints, they should proceed as follows:

11. Speak to the class teacher in the first instance.
12. If the matter is not resolved, contact the SENDCo, Ms A Richardson.
13. If there is still no resolution, contact the Headteacher, Mrs A Bell.
14. If the matter remains unresolved, write to the Chair of Governors, Mr E Connolly, care of the school office, and the school's Complaints Procedure will be followed.

Where the school's Complaints Procedure has been exhausted and a parent remains dissatisfied, the complaint may be referred to the Department for Education's School Complaints Unit. Complaints relating to religious education or collective worship are referred to the Diocese of Salford. The Local Government and Social Care Ombudsman considers complaints about how the local authority has carried out its SEND functions, rather than complaints about the school.

Separately from the school's complaints procedure, parents have statutory rights in relation to decisions made by the local authority. These include:

- free, impartial information, advice and support from Salford Information Advice and Support Service (SIASS) — 0161 778 0343 / 0349, siass@salford.gov.uk;
- disagreement resolution and mediation services provided by the local authority;
- a right of appeal to the First-tier Tribunal (SEND) against a refusal to carry out an EHC needs assessment, a refusal to issue an EHC plan, the content of Sections B, F or I of a plan, or a decision to cease a plan;
- the right to make a claim of disability discrimination to the First-tier Tribunal (SEND).

The school will always make parents aware of these rights and will not discourage a family from exercising them.

23. Preparing for reform: the 2026 Schools White Paper

On 23 February 2026 the Government published the Schools White Paper, Every Child Achieving and Thriving, alongside a consultation on the SEND proposals, SEND reform: putting children and young people first, which closed on 18 May 2026. The proposals are expected to lead to new primary legislation, a revised SEND Code of Practice and new National Inclusion Standards. They include:

- a stronger emphasis on inclusion in mainstream settings;

- a new tiered model of support — universal, targeted, targeted plus and specialist;
- a duty on all schools and other educational settings to create digital Individual Support Plans for any child or young person with identified SEND;
- changes to the funding and commissioning of specialist placements.

At the time of writing these proposals are not yet law, and the SEND Code of Practice (2015) remains the statutory framework. The reformed system would require legislative change, which is not expected to take effect before September 2029, and no changes to the support children receive through EHC plans are expected before September 2030. This policy is therefore written to comply with current statutory requirements. The school is nonetheless preparing for reform by strengthening Ordinarily Available Inclusive Provision, ensuring our graduated approach maps clearly onto tiered language, keeping IEPs in a consistent digital format that could readily become an Individual Support Plan, and monitoring national guidance. This policy will be reviewed and updated as soon as the revised Code of Practice is published.

24. Approval and review

This policy is made available and accessible to parents and carers, staff, governors and the wider community, and is published on the school website in line with s.69 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

It will be reviewed annually by the SENDCo and the SEND Link Governor and approved by the Governing Body, or sooner if there is a change in statutory guidance, in the school's circumstances or in the profile of need in school.

Signed (Chair of Governors)		Date	
Signed (Headteacher)		Date	
Signed (SENDCo)		Date	

Appendix A: Support services for families

Service	What they offer	Contact
Salford Information Advice and Support Service (SIASS)	Free, impartial information, advice and support for families of children with SEND, including during EHC assessment	0161 778 0343 / 0349 siass@salford.gov.uk
Salford Local Offer	Information on services available across education, health and social care	salford.gov.uk/localoffer
Salford Parent Carer Forum	Peer support and representation for parents and carers of children with SEND	salfordpcf.com
IPSEA	Free, independent legal advice on SEND law	ipsea.org.uk
Salford Statutory Assessment Team	EHC needs assessments and plans	0161 778 0410
Salford Educational Psychology Service	Assessment and advice, including EBSA support	0161 778 0476
Learning Support Service	Specialist teaching advice and assessment	0161 607 1671
Early Support / Portage Home Visiting Team	Support for children aged 0–5	0161 793 3275
Children with Disabilities Social Work Team	Social care support for disabled children	0161 793 3535
Multi-Agency Safeguarding Hub (MASH)	Referrals where a child may need support or protection	0161 603 4500
YoungMinds Parents Helpline	Support for parents worried about a child's mental health	0808 802 5544

A SEND Glossary of Terms, guides for parents on ADHD and emotionally based school avoidance, and the Initial Concern forms are all available on the SEND Support Hub area of the school website.