

Governors Annual SEND Report to Parents / Governors July 2019

As part of their statutory duties, governing bodies must publish information about and report on, the schools policy on Special Educational Needs and Disabilities.

At Holy Spirit Catholic Primary School we believe in providing every possible opportunity to develop the full potential of all children. The Special Educational Needs and Disability Policy (SEND Policy), which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children. The policy is reviewed annually.

The Special Educational Needs and Disabilities Coordinator (SENDCo), is Mrs. Joanne Brock and the named Governor for SEND is Mr David Shields. There are 32 children identified as having a SEND In the academic Year 2018-2019, which is approximately 15% of children on roll.

These are made up of: 8 pupils who have a My Support Plan; 4 pupils who have an Education Health and Care Plan (EHCP)

We have also supported a further 12 children who have had a need in a specific area. Over this academic year we have supported them through specific, highly individualised intervention programmes. Some pupils have taken part in two or three different interventions, such as a social skills programme, extra phonics and catch up maths programme.

Progress of Pupils with SEN

All of the children who are currently receiving SEND support have made progress and they are meeting the individual targets set out in their My Support Plans. We know this as three times per year the progress of children with SEND is reviewed and new targets are set for the next term. Data and results from class room assessments are also analysed alongside the more formal standardised tests we use. Parents are also informed of any intervention programmes their child is participating in and progress is reported formally at our parent teacher review meetings in Autumn and Spring and on their end of year school report. Parents are also able to book time to talk to the SENDCo when required and/or can meet with the class teacher to discuss their child's progress. Members of staff who lead an intervention group, liaise closely with the class teacher and the SENCo and records are kept of each child's progress. This record can be used to inform class teachers and parents of what is actually being taught in the intervention group and give ideas how the pupil could be further supported at home and in class.

Impact of interventions

The results from the recent maths, writing, reading and sentence, grammar and punctuation tests and the SATs results have shown that the interventions have had a positive impact in the school. All children who have participated in an intervention programme have made progress although some may still be below age related expectations.

Attendance

The attendance of SEN pupils is 97.28%; there have been no exclusions of SEND pupils this academic year.

Budget Allocation

Courses:

THRIVE Approach Training - Behaviour Support Service

Team Teach training

Autism and Dyslexia training

Epi Pen training

Buccolam Training

Youth Mental Health First Aid Training

Attachment Course for TA's and key individuals

Deployment of Staff and Resources.

We currently have 10 teaching assistants employed at Holy Spirit Catholic Primary School. All teaching assistants work in their allocated class with individual pupils or a small group of pupils, following a variety of intervention programmes. Not all pupils are on the SEND Register but have been identified by the class teacher as needing additional support in specific areas.

All teaching assistants receive appropriate training and resources. Some pupils are supported in class and others are withdrawn in class time. Intervention programmes run throughout each day.

The SENDCo is allocated 2.5 hours a week (currently Monday afternoons) to focus on SEN provision throughout school. She assists in the testing and assessing of pupils (where necessary), collating results and analysing the data.

The SENDCo meets with parents, liaises with outside agencies, works with children, assesses children and completes paperwork ensuring the children receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEND. The SENDCo meets formally with all staff to discuss pupil progress and the impact of intervention programmes; this happens once a term. The SENDCo also regularly talks informally to class teachers in depth where they collaboratively think about ways to support pupils further.

The SENDCo looks carefully at school data and uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes.

This year we have organised many different intervention programmes. Some of these are listed below:

- After school 1:1 numeracy tuition to support Years 5 and 6 (Revision and consolidation of early concepts)
- First Class in Maths – LKS2
- Maths Support for KS1
- Nessy support – KS1 and KS2 (writing and spelling support for Dyslexic students)
- 1:1 Support for targets on individual EHCPs
- 5 Minute Literacy and 5 Minute Numeracy boxes
- Daily phonics booster sessions for KS1 and LKS2
- Beat Dyslexia programmes
- Stareway to Spelling (structured programme for Dyslexics)
- Social Skills Development Group - weekly
- Touch typing skills on laptops – as time permits
- Gross and fine motor skills activities daily
- Movement group - weekly
- Focussed reading groups - daily

External Agencies

This year to date we have worked with 10 different agencies, including the Educational Psychologist, Behavioural Support Service, Speech and Language Service, Paediatrician, School Nurse, Specialist Provision Service, Child and Adult Mental Health Service (CAMHS) and the Occupational Therapy Services, Hearing Impaired Services and the Visually Impaired Service in Dalton.

Links to Secondary Schools and Nurseries.

The SENDCo and the Year 6 teacher attend a transition meeting with the SENDCo from the local secondary school, St John Fisher Catholic Voluntary Academy. We also liaise with other High Schools

and specialist schools should any of our pupils have a place there. The SENDCo has organised additional transition visits for some pupils who have additional needs in preparation for their transition to secondary school.

Similarly the SENDCo also works with SENDCos from local nurseries and preschools. This helps to ensure pupils who will be starting Holy Spirit Catholic Primary School in the EYFS class have any needs met and have a successful transition.

The SENDCo belongs to an Additional Needs Partnership with the SENDCos from the other feeder primary schools for the St John Fisher Catholic Voluntary Academy. They meet once every half term and share their knowledge and expertise. These meetings are also attended by the Educational Psychologist as part of their core offer. The SENDCo also liaises with SENDCos from other primary schools when pupils who have additional needs join Holy Spirit Catholic Primary School during the academic year. The SENDCo informs class teachers and ensures pupils records are transferred in. The SENDCo also attends termly network meetings with all other Kirklees SENDCOs where up to date information and expertise is shared.

Staff Development and Courses

SENDCo, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources. Teaching assistants assess the intervention programmes they are associated with and evaluate the progress the pupils are making. This is shared with the class teachers and parents ensuring we are all informed and working together as a partnership. This ensures everyone is fully informed and part of the SEND process in school. Teachers and teaching assistants have had the opportunity to attend SEND courses and the SENDCo regularly provides inset training at staff meetings. All staff who lead intervention groups also have additional time in school for planning, record keeping and liaising with class teachers and the SENDCo.

All training and courses attended has had a positive impact in school and supported children's needs. Courses have provided the school with valuable resources, such as strategies to support pupils who have autism and dyslexia type difficulties. The courses and training of the SENDCo has helped to make SEND provision in school more effective and streamlined. It has helped staff to identify pupil's additional needs early. This has also helped to improve communication between the pupils, SENDCO, class teachers, parents and outside agencies.

Medical Needs

We have two children with a severe nut allergy. Our School Health Policy can be viewed on our school website.

Disability Duty- Accessibility and Future plans

We currently have two children in school with a registered disability. Our Accessibility Policy can be viewed on our school website.