

Holy Spirit Catholic Primary School - Local Offer

How does the school know if children need extra help and what should I do if I think my child has special educational needs or disabilities (SEND)?

At Holy Spirit Catholic Primary School children are identified as having SEND through a variety of ways including the following:-

- Liaison with pre-school establishments /previous class teachers / previous school if applicable
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician

How will I raise concerns if I need to?

- Talk to us - firstly contact your child's class teacher or Special Educational Needs and Disabilities Co-ordinator (SENDCo) or Head teacher
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will school support my child? Who will oversee, plan, work with my child and how often?

- Our SENDCo - Mrs Joanne Brock, oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Special Needs Assistant (SNA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher.
- The regularity of these sessions will be explained to parents when the support starts.

Who will explain this to me?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENDCo is available to discuss support in more detail.

How are the governors involved and what are their responsibilities?

- The SENDCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors (Mrs Tracy Rider) is responsible for SEN and meets regularly with the SENDCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.
- Our Governing Body includes Parent Governors/representatives.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and

discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have a Statement of SEN, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against National expectations and age related expectations

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the

Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

How will my child be able to contribute their views?

- We are a school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- If your child has a Statement of SEN their views will be sought before any review meetings.

What specialist services and expertise are available at or accessed by the school?

- Our SENDCo is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services, social workers and Educational Psychologists.

What training have the staff supporting children with SEND had or are currently having?

- Our SENDCo is an experienced teacher and holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas.
- All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND (see below)
- All support staff and two teaching staff are fully trained in delivering EALIP (English as an Additional Language Intensive Programme)

- We have a member of staff trained in ELKLAN (a speech and language programme which supports the development of communication in children and young people.)
- All teachers have a working knowledge of dyslexia indicators, and appropriate interventions at an early stage, in-class strategies and programmes of support to implement.
- A number of our members of staff have had training in delivering Speech & Language programmes from Speech & Language therapists.
- A number of teachers and support staff are Team Teach trained to support children with behavioural difficulties.
- All members of staff have undertaken regular training from health care professionals on diabetes care tasks including monitoring of blood glucose levels, insulin/medication administration and recognition and treatment of hypoglycemia and hyperglycemia.
- All members of staff have undertaken training from health care professionals on Doose Syndrome care tasks including being aware of the Ketogenic diet (a therapeutic diet high in fat, low in protein and carbohydrate with strict calorie control) necessary to manage childhood epilepsies.
- All of our HLTAs and some support staff have had training in delivering reading and spelling / phonics programmes.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- We liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.
- We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.
- Specific resources for SEN children e.g. a range of IT resources and facilities available including Samsung Galaxy tablets available for individual use where appropriate and access to Apps that support children with poor motor skills
- Access to range of services such as Educational Psychologists, CAMHS, speech and language, occupational therapists etc
- EYFS, Y1 and Y6 are all located on the ground floor and can be accessed via a ramp from the car park into the school playground. Other classrooms and public areas are accessed via steps so are not wheelchair friendly.
- Holy Spirit prides itself on being both flexible and resourceful when dealing with the rapidly changing needs of all its pupils.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting when they will meet their class teacher and peer group and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current setting.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, St John Fisher's, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- If your child has complex needs then a Statement review will be used as a transition meeting during which we will invite staff from both schools to attend.

How are the school's resources allocated and matched to children's SEND needs?

- We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving an LSA.
- We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.

How is the decision made about what type and how much support my child will receive?

- Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.
- Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and regularly shares updates with the SEN Governor.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

How do we know if it has had an impact?

- By reviewing children's targets on IEPs and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing - they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may be taken off of the SEN register when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mr Cooper (Head Teacher) or Mrs Brock our SENDCO.
- Look at the SEN policy on our website
- Contact KIAS (kirklees information, advice and support service)
- Contact IPSEA (Independent Parental Special Education Advice) - <http://www.ipsea.org.uk/>
- Contact Parents of Children with Additional Needs - <http://www.pcankirklees.org/>

Who should I contact if I am considering whether my child should join the school?

Contact the school Admin office to arrange an informal look around the school and to meet the Head teacher Mr Cooper who can discuss how the school could meet your child's needs.

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