



Holy Spirit Catholic Primary School

Special Education Needs Information Report February 2016

Holy Spirit is a fully inclusive school. The life of Holy Spirit School is centred on our Catholic faith, in which we proclaim the Gospel values such as love, peace and justice, which influences all our activities and relationships.

We value and encourage the uniqueness of each child and recognise that everyone has a positive contribution to make to the life of the school community. We value worshipping and celebrating together, sharing our Christian witness and building upon the foundations already established at home where parents are the first educators of their children.

Introduction

At Holy Spirit Catholic Primary School, we value the abilities and achievements of all our children, as our school mission statement states that we are committed to providing the best possible environment for learning for all children.

The school provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which means that they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and so enable them to participate effectively on curriculum and assessment activities. Such children may need additional support or different support from that given to other children of the same age.

Children may have special educational needs either throughout their school career or at any time during their school career. Our policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

There are a number of reasons why a child may be identified as having SEN:

- they have significant difficulty with their learning and are making far less progress than could be expected
- they have a specific learning difficulty such as Dyslexia
- they have emotional or mental health difficulties
- they have difficulties with social communication and interaction
- they have sensory and/or physical needs, such as hearing impairment

This document is intended to give families information regarding the ways in which we support our pupils with special educational needs so that they reach their full potential.

We aim to:

- **encourage** the spiritual development and prayer life of each child and help them develop their relationship with God
- **offer** a place where differences and problems are talked through and prayed through together and where success is shared and celebrated
- **provide** a secure and happy environment where quality teaching and learning can take place
- **deliver** a curriculum that meets the intellectual, physical and creative needs of each child as well as delivering spiritual, emotional and pastoral care
- **foster** respect for, and recognise the rights of others, regardless of gender, race or ability and to offer equal opportunities to all
- **value** the contribution of home, school, parish, community and diocese in our daily lives

Aims and objectives

The aims and objectives of our SEN policy are:

- to reach the high levels of achievement for all people
- to be an inclusive school
- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of pupils are identified, "assessed" and provided for as early as possible
- to ensure that full entitlement and access for SEN children to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self esteem
- to work in partnership with children, parents and other agencies to share a common vision and understanding
- to achieve a level of staff expertise to meet children's needs

For ALL children at Holy Spirit Catholic Primary with an additional need

- we deliver high quality teaching, differentiating the curriculum and resources, to meet the needs of individual children and to promote pupil progress
- we seek support and advice from outside agencies to ensure barriers to success are fully identified and responded to
- we operate a graduated response based upon need - assess, plan, do, review
- lessons are as inclusive as possible, with adjustments made depending upon need
- teaching resources are routinely evaluated to ensure they are accessible to all pupils
- new resources are purchased under the direction of outside agencies
- support staff are placed where they are needed throughout the school, to ensure pupil progress, while at the same time promoting independence
- the SENCO holds a Postgraduate Certificate in a National Award for Special Educational Needs Coordination and is qualified to provide advice and guidance to staff and parents
- all school related activities are evaluated in terms of their positive impact on learning success and inclusion of SEN pupils
- we support our families with children of SEN, formally through review meetings and informally through an 'open door' approach
- we evaluate intervention groups and strategies on a regular basis to make sure that all children reach their full potential
- we hold review meetings three times a year for SEN children to consult with parents and one or two of these may be during parents evening meetings
- we liaise very closely with our secondary schools at transition times to ensure that SEN pupil information is clearly communicated and recommendations noted, so that the move to secondary school is as smooth as possible

Specific provision is provided for the different areas of need for SEN children

Type of SEN	Support provided in school
<p>Communication and Interaction</p> <p><i>Autism Spectrum Disorders and Speech, Language and Communication Needs</i></p>	<ul style="list-style-type: none"> • visual timetables will be used according to need • we offer support / supervision at unstructured times of the day at break time and lunchtime when appropriate • we run small groups focusing on friendship, where strategies are taught in order that children can be included in games and know how to play fair and take turns • time is spent with children helping them to identify situations which cause anxiety, and finding ways to relieve that anxiety • we run small group speech and language sessions, on the advice of the SEN Assessment and Commissioning Team (SENACT) • we access the expertise and advice of the Local Authority Speech, Language and Social Communications Team

Type of SEN	Support provided in school
<p>Cognition and Specific Learning Difficulties</p> <p><i>Moderate Learning Difficulties (MLD)</i> <i>Specific Learning Difficulties (SLD)</i></p>	<ul style="list-style-type: none"> • we access the expertise and advice of the SEN Assessment and Commissioning Team (SENACT) to ensure that the needs of children are clearly identified • we provide small group support out of class with a focus on Literacy and Numeracy skills depending on the need • we use intervention programmes to improve Literacy or Numeracy skills e.g. Toe by Toe, Numicon, Power of 2, Dance Mat Typing, Write Dance, Dragon Naturally Speaking • we provide resources to support children with specific needs eg coloured overlays and reading rulers for dyslexic children • we assess our pupils regularly and report progress to parents and staff • we hold multi agency review meetings so that any issues arising can be fully explained to the parent • targeted small group support in class from the class teacher and learning support assistant when required • we assess pupils for access arrangements for end of Key Stage tests and assessments
<p>Social, Emotional and Mental Health Needs</p> <p><i>Social difficulties</i> <i>Mental health conditions,</i> <i>Emotional Difficulties</i></p>	<ul style="list-style-type: none"> • we provide excellent pastoral care for our children • we run 1:1 / group sessions focussing on emotional understanding and expression • we create behaviour management plans where necessary to ensure children can access the curriculum and all children remain safe • we use risk assessments and take action to ensure the safety and inclusion of all pupils whenever possible, in all activities • we provide 1:1 counselling sessions to vulnerable children • we provide short term support for any child with specific emotional need • we seek support and expert advice from outside agencies including the school nurse, Child and Adolescent Mental Health Services (CAMHS), Children's Emotional Wellbeing Service (CHEWS), Emotional Support for Children and Young People (ESCAYP) and the Children and Young Persons Services (CYPS)
<p>Sensory and Physical Needs</p> <p><i>Hearing Impairment (HI)</i> <i>Visual Impairment (VI)</i> <i>Multi Sensory Impairment</i> <i>Physical Disabilities</i> <i>Medical Needs</i></p>	<ul style="list-style-type: none"> • we provide support and practical aids where appropriate to ensure pupils can access the curriculum • we seek advice and guidance from School Health for pupils with significant medical needs • we run intervention sessions / movement group to improve pupil's skills e.g. Fine and Gross Motor Skills (dyspraxia) • we request and act upon advice and guidance from Kirklees Specialist Provision Team which includes the Visual and Hearing Impaired Teams • School staff liaise closely with multi agency staff e.g. Hearing / Visual Impairment Team to ensure pupils needs are met • We have a ramp in place to provide level access to our main entrance and our current Reception, Year 1 and Year 6 classrooms to allow

	<p>wheelchair access</p> <ul style="list-style-type: none">• we work closely with Occupational Therapy Service to deliver and monitor therapeutic programmes• we provide support with personal and intimate care if and when needed
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If you have any concerns about your child's SEN progress or provision, we would urge you to arrange a meeting to discuss matters further with your child's class teacher or the school SENCO.

Although we would also hope to resolve any issues or concerns informally, by working in partnership with parents and carers, a school complaints procedure is in place.

If you would like to discuss any part of this document or have any concerns relating to your child please contact:

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Bath Road,

Heckmondwike,

West Yorkshire

WF16 9EA

Mr John Cooper (Head Teacher)

Mrs Joanne Brock (Special Educational Needs Co-ordinator)

Telephone: 01924 325712

Email: office.holyspirit@kirkleeseducation.uk

Note:

Parents can contact our local Kirklees Information Advice and Support Service (KIAS) for impartial information, advice and support in relation to their child's SEN and / or disability. This service can be contacted on 01484 225422 or by email: kias@kirklees.gov.uk