

HOLY CROSS CATHOLIC PRIMARY SCHOOL



Special Educational Needs/Disability Report to Parents Academic Year 2016/2017

Date Implemented June '17 Review Date June '18

Mission Statement

Holy Cross Primary School is a Catholic School. We seek to provide a broad, balanced Christian education which aims to help each child develop their full potential.

We are a worshipping community which recognises the uniqueness of the individual and aims to promote the Gospel values of love and respect for God and one another. We open ourselves to others and respect their ways of thinking and living.

The school encourages effective communication and good relationships with home, parish and wider community.

Special Educational Needs/Disability Report to Parents Academic Year 2016/17

Our Special Educational Needs Coordinator (SENCO) is Mrs Elaine O'Neill and the Governor with responsibility for Special Needs is Mrs Marguerite Holliday.

Schools have a duty to report annually to parents on the provision for children with special educational needs/disability (SEND) and on the implementation of their Equality Scheme.

Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most other children of the same age. These children may need extra or different support than given to other children of the same age. The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children.

Pupils with SEND are supported through 'Special Educational Needs Support'. That is, they may receive additional support provided by the school such as Teaching Assistant support in class, small group catch-up work or specific targeted support for difficulties such as speech and language or emotional/behavioural difficulties.

If further intervention is required, expertise from outside the school will be called in for advice and support. In a few cases, the school may decide to pursue a statutory assessment of a child's special needs which may result in an Education Health Care Plan being issued.

Holy Cross's policy for SEND and our Equality Scheme were ratified by the Governing Body in June 2016.

Under Equality Scheme, school is required to take proactive steps to ensure that disabled pupils, staff and governors, parents/carers and other people using the school are treated equally.

Statistics

	Sept 2014	Sept 2015	Sept 2016
SEN Support	7	8	10
Statemented/EHCP	7	6	5

Progress of pupils with SEN

Pupils on the SEND Register are closely and regularly monitored. Intervention programmes are impacting positively on pupils' progress, physical, social and emotional wellbeing.

In September 2014 Holy Rood Junior Catholic School expanded and became Holy Cross Catholic Primary School. The school is split over 2 sites. Yr. 5 and 6 are located at Upham Rd. Yr. R, 1 and 2 are located at our new build site at Queen's Drive.

In addition to biannual parent consultations, parents of children who are placed on SEN Support or have a Statement of Educational Needs are invited to meet with the SENCO and the class teacher three times during the year to review the Individual Education Plan and, where appropriate, to set new targets. Children are also encouraged to provide an input in these discussions and child friendly Individual Education Plans are used for this purpose. Parents and children are given the opportunity to write the views about progress and/or any concerns.

In light of the 2014 revised SEND Code of Practice, annual and transfer reviews of EHCPs use the person centred approach.

Deployment of staff and resources (As of September 2016)

There are currently 13 teaching assistants employed at Holy Cross Catholic Primary School. Some of these are allocated to specific children with funding provided by school and the Local Authority. Others are general class teaching assistants who support a variety of groups within the classrooms.

External Agencies

Throughout the school year the following external agencies supported SEND pupils in the school:

- Educational Psychologist
- Speech and Language Team
- School Nurse
- Behaviour Support Team
- Targeted Mental Health
- Hearing Impairment
- Downs Syndrome Service
- Autistic Research Centre
- Children's Services
- Dyslexia Service SpLD

Pre-School Transitions to Holy Cross Primary

Meetings with the various Pre-schools are arranged to discuss the details of children with SEND. The SENCO and staff from the Early Years Foundation Stage meet with staff at the feeder Pre-schools to discuss any children with SEND starting in September. If needed, additional transition visits take place.

Secondary School and Settings

Liaison has taken place between the school and St Joseph's Catholic College with regard to our Year 6 SEND pupils who will transfer in September 2017. These children attended the Induction Programme put in place by the College and teachers from this school supported the induction process to ensure smooth transition.

The school SENCO at the secondary school, Kirsteen Frazer and our school SENCO began the current process for transition from January 2017.

Staff Development

Staff have attended a variety of In-service Educational Training throughout the academic year 2016/17 which has included updates on Child Protection and Safeguarding as well as courses on vulnerable children. This has been allocated through consideration of needs of pupils that they support, needs of the year group and personal professional development. Additional staff development has taken place:

- SENCO is working towards the National Award for SEN Coordination (Masters Level)
- Liaison with speech therapists, medical professionals, SpLD teachers, Educational Psychologist
- Support given to staff by the Autism Support service
- As part of their performance management targets, TAs are developing their knowledge and understanding of pupils with autism through in-school training and access to an online Inclusion Development Programme

- Support from the SENCO in planning support for SEND support in class and interventions.
- SENCO attended the Swindon SENCO Conference and the Dyslexia Conference
- Support from Cluster group SENCOs
- TAs have attended Phonics Training and Word Aware Training.

Budget Allocation

The budget has been used to provide the following resources:

- Materials to support children with Dyslexia and ASD difficulties
- Professional development
- Teaching assistants to run a range of intervention programmes and provide class based support
- Extra support from Swindon's Speech and Language Therapy service

In addition funding has been provided for 1:1 Teaching Assistant support.

Progress on the Equality Scheme

During 2016-2017 we had 5 children with medical needs who required a Care Plan. The needs across the school are varied. Staff receive training annually to deal with these and key staff who come into regular contact with the child are listed on the Care Plan.

All pupils have access and opportunities to participate in visits/clubs and school activities through reasonable adjustments.

Actions carried out to date:

- Information has been gathered about those categorised as having a physical or mental impairment which has a substantial or long-term effect. Children, who have additional needs have comprehensive and regularly updated plans, including 5 children who have Care Plans. This information is made available to all staff and where appropriate staff liaise with the relevant agencies to ensure that information and training is up to date.
- Relevant policies have a strand that refers to inclusion. All school policies refer to positive practice in relation to equal opportunities and inclusiveness. This is enshrined in the school mission statement.
- Care plans are in place for disabled pupils needing administration of medication. Care Plans, where required, are regularly updated and staff training is undergone wherever appropriate.
- Monitoring of disabled pupils achievements. All children in the school have their progress tracked.
- Targets are set for underachieving children and children with SEND using a graduated response.
- Teaching Assistants, as part of their performance management review, have been set a target to improve their knowledge and understanding of pupils with ASD.
- Teaching assistants have had in-school training on phonics, ASD knowledge and understanding.

Parents with enquiries or complaints with regard to disability and/or special educational need are invited to contact the school. A time will be made available to meet with the Special Educational Needs Disability Co-ordinator to resolve any issues.