

How do we work with families?

Pupils and families are at the heart of what we do and we believe their input is vital to success of our provision for vulnerable pupils. Our policy is to collaborate with families and pupils at every stage of SEND identification, provision planning, delivery and progress review. Parents and pupils are invited to all SEN meetings and to contribute to the writing of MSPs, IEPs, EHCPs and setting targets.

Acronyms

SEND - *Special Educational Needs and Disabilities*

SENCo - *Special Educational Needs Coordinator*

IEPs - *Individual Education Plans*

MSPs - *My Support Plans*

EHCPs - *Education, Health and Care Plans*

ISC – *Initial Stage of Concern*

OT - *Occupational Therapy*

EP - *Educational Psychologist*

SENACT - *Kirklees SEN Assessment and Commissioning Team*

SALT - *Speech and Language Therapy*

SLCN - *Speech, Language and Communication Needs*

ASD - *Autistic Spectrum Disorder*

SEMH - *Social, Emotional and Mental Health*

PD - *Physical Disability*

MLD - *Moderate Learning Difficulty*

SLD - *Specific Learning Difficulty (e.g. dyslexia)*

VI - *Visual Impairment*

HI – *Hearing Impairment*

Key documents and where to find them

<http://www.holyspiritprimary.co.uk>

SEND Report - school website

Pupil Premium Impact Spending Report – school website

Accessibility Plan - school website

Single Equality Scheme Policy - school website

Kirklees SEND support services www.kirklees.gov.uk/beta/specialeducation/about-special-educational-needs.aspx

Kirklees LA Local Offer - www.kirkleeslocaloffer.org.uk

SEND Code of Practice 2014 - www.gov.uk/government/publications/sendcode-of-practice-0-to-25

KIAS (Kirklees Independent Advice Service) - <http://www.kias.org.uk/>

This leaflet is a quick guide to inclusion at Holy Spirit Catholic Primary School. For more information please visit the website and view the documents on the Special Needs page. The SEND Report has further details of what we offer our families and how we work. You can also get in touch with Mrs Brock via the school office on 01924 400820.

HOLY SPIRIT CATHOLIC PRIMARY SCHOOL

Bath Road, Heckmondwike, WF16 9EA



INCLUSION

Key Information



Key People in School	
Mr J Cooper	Head Teacher
Mrs J Brock	SENCO

Contact us: <http://www.holyspiritprimary.co.uk>

Telephone: 01924 400820

What is inclusion?

At Holy Spirit, inclusion means we make best endeavours to ensure our learners are included, recognised as individuals with individual needs, and make adjustments to allow all our learners to have the same opportunities to succeed. This is underpinned by our Catholic ethos; we believe all humans to be equal and valued as children of God. As such we promote equality, celebrate diversity and challenge prejudices.

Types of needs at Holy Spirit

We have a range of additional and special needs, including SLCN, SEMH, MLD, SLD ASD and VI (see 'Acronyms' section), as well as some children with medical needs managed by Healthcare Plans. We also have pupils who are considered 'vulnerable' due to their family circumstances, such as children who receive Pupil Premium funding because they receive (or have received) free school meals. Another group are children who are in social care, who would be monitored by Mrs Brock, as designated LAC teacher, alongside the safeguarding leaders. Our most common needs at present are SLCN (we have a strong emphasis on developing speech and language skills in our quality first teaching, as well as several individual SALT programmes running throughout school), and mild to moderate SEMH. We have lower than national average of pupils receiving free school meals and lower than average at SEN Support level and EHCP. We do however have higher than national average number of pupils from ethnic minorities and those with English as an additional language. Some children are considered 'Gifted and Talented', which means they are academically very able or have a particular talent in another area. The senior management team and teachers plan to enable these children to access challenging material or special opportunities to further develop those skills and abilities.

How is our provision funded?

Kirklees funding for SEND outlines that as a school we allocate £6000 of the main school budget per SEN pupil for their provision. Beyond this we can apply for additional top up funding for those with EHCPs, but pupils must meet strict LA needs criteria. This means to provide the best quality support we must be creative with our funds and resources in school to maximise their impact. Another source of funding for targeting vulnerable pupils is Pupil Premium funding. Again the spending of this is carefully planned to maximise its impact across school.

What are the stages of SEN?

- Initial Stage of Concern Needs monitored by class teacher and SENCo, addressed with class based support or in-house interventions. Progress reviewed by SENCo and highlighted in pupil progress meetings.
- SEN Support Needs are met addressed by in-house support alongside specialist advice from outside agencies. Personal targets and strategies are managed using termly IEPs and/or annual MSP documents (used in complex or multiple need cases).
- EHCP Complex or multiple needs that require a multi-agency assessment through SENACT. This forms the basis of an EHCP document outlining the responsibilities of each partner and the support and provision required to ensure that the child makes progress.

What does inclusive provision look like at Holy Spirit?

Inclusive provision includes many strategies at Holy Spirit. We aim to provide high quality first teaching which incorporates many inclusive practices (e.g. SLCN friendly teaching strategies and resources), differentiated work and targets, in-class learning support and personal IEP or MSP target work. We also hold a host of in-house intervention programmes, same day interventions and small group booster sessions to address gaps in learning or extend more-able learners. We also deliver specialist advised interventions such as one to one SALT programmes, OT programmes and self-care programmes. Healthcare plans to support medical needs are managed by Mrs Brock. We have used some of our funding to be able to purchase traded services such as specialist sports coaching, psychology consultancy and staff training to be able to target vulnerable pupils' needs. Our SEND policy, SEND Report and Accessibility Policy further outline our intention to make best endeavours to make adjustments to meet the needs of our pupils, staff, families and visitors.

How do we identify and support SEN at Holy Spirit?

1. School or parent raises a concern
2. Consultation with parent, teacher and SENCo
3. In-house support planned and delivered
4. Intervention monitored by TA/CT and SENCo
5. Re-assess progress and needs
6. Involve experts if necessary



How do we track the progress of our vulnerable pupils?

We track the academic progress of our vulnerable pupils in the same way as we do all pupils; they are measured against age expected outcomes (or appropriate level outcomes), which are tracked half termly. Following these assessments, pupil progress meetings reviews, led by Mrs Bass (Assessment Coordinator), with other senior managers, take place in which the progress of vulnerable and SEN pupils is highlighted and next steps are planned. Personal targets on IEPs, MSPs and EHCPs are also reviewed regularly to track progress of specific learning skills as well as other skill areas such as independence, emotional management, social skills, attention and concentration. Evidence of the development of these non-academic skills may come from records such as behaviour and attendance records, learning mentor involvement, and discussion with parents and pupil.

How well do our vulnerable pupils do?

We expect a good level of progress from all of our pupils, including those who are vulnerable or have SEN. Having said this, we do treat each case individually and adjust some targets to ensure all are appropriately challenged. For those few pupils we are concerned may not be on track to make targets, additional intervention and targeted booster work is planned to make the progress required. We also remember to celebrate the progress made in non-academic skill development; life skills, confidence, resilience, behaviour and independence to name but a few, as we recognise the positive effect these skills can have on academic learning and enjoyment at school.

Which specialists do we work with?

Speech and Language Therapists - Communication & Interaction Support Service - Educational Psychology - Hearing Impaired Unit, Newsome High - Visual Impaired Unit, Dalton - Primary Child and Adolescent Mental Health Services - Occupational Therapy - Physical Development - Autism Support - Behaviour Support Specialist - Safeguarding: Multi Agency Safeguarding Hub ; Child & Family Assessment Team - Attendance Team - Home School Link - School Nurse Service - Health Visitor - Early Years Team - Looked After Children Team - SEMH Outreach : Northorpe Hall - Traded Psychology and Therapy Consultancy: Collins-Donnelly Consultancy - SEN Champion-CVHS - Primary Pupil Unit - SENACT (SEN Assessment and Com-missioning Team) - Single Assessment and Family Services

The school can help parents get support from these teams if it is appropriate for the needs of their child. In some cases the child's GP can also make a referral.