



Holy Family Catholic Primary School

Live together, work together pray together

SEND Information Report

SEND Co-ordinator: Temporary Post – Mrs Roberts

SEND Governor: Mrs M. Cassidy

SEN support staff: Mrs C. Sergot (HLTA)

Mrs J. Taylor (TA)

Mrs S. Kershaw (TA)

Designated Teacher for Safeguarding Pupils: Mrs C. Roberts (Headteacher)

Designated Teacher for Looked After Children: Mrs C. Roberts (Headteacher)

Responsibility for managing Pupil Premium: Mrs C. Roberts (Headteacher),

Mrs M. James (Deputy Headteacher)

Contact Details:

School Office – Mrs Clark / Miss Molyneaux enquiries@admin.boothstownhollyfamily.wigan.sch.uk

School SENDco – Mrs Roberts (Tempory)

Headteacher – Mrs C. Roberts – headteacher@admin.boothstownhollyfamily.wigan.sch.uk

SEND Governor - - Mrs M. Cassidy – enquiries@admin.boothstownhollyfamily.wigan.sch.uk

Deputy Headteacher – Mrs M. James – deputyhead@boothstownhollyfamily.wigan.sch.uk

Holy Family Catholic Primary School is committed to providing a broad and balanced curriculum for all its pupils in an environment that promotes a love of learning and enables all pupils to reach their full potential.

We recognise the entitlement of all pupils to quality first teaching and provision and our SEND policy reinforces the need for teaching to be fully inclusive. The governing body will ensure that the school is rigorous in its pursuit for excellence for all.

SEND Definition

A child has a special educational need if he or she has difficulties that call for special educational provision to be made. They may:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a specific difficulty in learning due to SpLD or ASC
- Have a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LA
- Have a medical condition that needs staff to be aware of that may require additional provision to be made in school
- Have particular abilities which are far above those expected of his or her age range

Holy Family's SEND Aims

- To ensure that all pupils have access to a rich curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and abilities
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that parents of SEND pupils are involved, where practicable, in decisions affecting their future
- To liaise with external agencies to seek expert advice

Holy Family's SEND Objectives

- To ensure the SEN and Disability Act and relevant code of practice (2015) and guidance are implemented effectively within the school
- To ensure that National Guidance to support G&T and EAL pupils is adhered to and forms part whole school practice
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with 'special educational needs'
- To continually monitor the progress of all pupils to identify needs as they arise and to provide early intervention/support
- To recognise that all pupils need to be valued for their individual contributions to school life and so encouraging them to feel positive about themselves and their contribution to Holy Family
- To recognise learning difficulties e.g. dyslexia and dyspraxia and support through an inclusive curriculum with appropriate and tailored provision where there is concern about the progress of an individual child.
- To fully involve parents with sensitivity at all stages of the assessment process
- To work collaboratively with outside agencies and in conjunction with parents to ensure quality provision
- To ensure that the SEND governor is kept fully informed of SEND provision

Identification, Assessment and Provision of SEND

Broad areas of Special Educational Needs and Disability in which children's needs and requirements fall

- Communication and Interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

ALL teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early age. Assessment and observation are the processes by which pupils with SEND can be identified and evidence will be gathered at this point.

Early Identification

While for many children SEND can be identified at an early age, some difficulties become evident at later stages. It is therefore important that all professional working with pupils are alert to emerging difficulties and respond early. The following tools will be used in order to do this:

- Liaison with parents
- Evidence obtained by teacher observation/assessment
- Pupil progress in relation to peers and against National curriculum indicators
- Standardised screening or assessment tools via the TESS team
- Liaison with pre-school setting and other schools

SEND Provision

When appropriate, the teacher will provide an appropriate and differentiated curriculum. This will include:

- Starting points for an appropriate curriculum
- Identification of needs for support within class
- Assessment of learning difficulties
- Ensuring on-going assessments/observations which will provide regular feedback of achievements and experiences for planning next steps of learning
- Involvement of parents in joint home-school learning

The Range of Provision

The main methods of provision at Holy Family are:

- Differentiated curriculum
- TA support in class (1-1/group)
- Withdrawal for specific programmes of support
- Differentiated homework
- Support from specialists
- Support at playtimes
- Visual timetables
- Personalised awards/sanctions
- Support from outside agencies

EAL

Particular care will be needed when considering children for SEND provision when English is not their first language. Teachers will need to monitor progress closely to ascertain if there is a need requiring additional support.

Monitoring Pupil Progress

Progress is a crucial factor when determining the need for additional support. Progress is determined as:

- Narrowing of the gap in attainment between peers
- Preventing the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than majority of peers
- Equal or improves on pupil's previous progress
- Ensures full curriculum access
- Shows an improvement in social/personal skills
- Shows improvement in pupil behaviour

Record Keeping

All documents will be stored in accordance with school and LA policy. Information could include:

- Notes from review meetings
- Information from outside agencies
- Reports on assessments
- Additional information forms
- Pupil targets
- EHC plan information

The Graduated Approach

At Holy Family Catholic Primary School, we are fully committed to implanting a graduated approach to SEND.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Staff who recognise that a child is giving cause for concern beyond the normal classroom practice will share information with the SENDco. Once information has been gathered, parents will be informed and the child will be placed on a monitoring cycle.

This cycle will include:

- Further assessment
- Parental involvement
- Support from subject leaders
- An IEP if agreed to be appropriate
- Cycle of assess, plan, do, review

Children who continue to cause concern due to lack of progress, will move onto the next cycle of provision.

This includes:

- Involvement of outside agencies
- Specialised assessment
- Review meetings involving pupil (where appropriate) parents, school and other agencies
- Formal referral for an EHC if agreed to be appropriate

Educational and Health Care Plans

The school will request a statutory assessment from the LA when, despite an individual programme of sustained intervention, the child remains a significant cause for concern. A statutory Assessment might also be requested by a parent or outside agency. During the process, a costed provision map will be compiled and the appropriate pathway will be followed. EHC plans will be based on a coordinated assessment and planning process which puts the child and their parents at the centre of decision making.

If an EHC is put in place, the plan must be reviewed annually. The LA will inform the Headteacher at the beginning of each new school year which pupils require a review. The SENDco will organise these reviews and invite:

- Parents
- Child if appropriate
- Class teacher
- Other professionals involved in child's education/health
- A representative from the receiving high school where appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to targets set
- Review provision
- Consider appropriateness of EHC plan
- Agree and set new targets

The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease the EHC plan.

Managing SEND Support

The role of the classteacher

The Code of Practice (2015) clearly acknowledges the importance of the class teacher in SEND provision. Their responsibilities include:

- Be responsible for providing quality first teaching
- Being aware of the school's policies and procedures for the early identification, assessment and provision for SEND pupils
- Collaborating with the SENDco to decide appropriate action
- Collecting appropriate evidence/information
- Work with the SENDco to set appropriate targets
- Ensure the schools' teaching and learning policy is followed with regard for differentiation through resources, support and outcome
- Work with support staff where appropriate
- Work with the child to ensure their curriculum entitlement is fulfilled
- Develop positive relationship with parents/carers

The role of the SENDco

The SENDco plays an important role in the SEND provision offered by the school. This involves working with the Headteacher and the Governing Body to determine the strategic development of the policy.

Responsibilities include:

- Coordinating SEND provision
- Liaising with staff
- Attending meetings/courses provided by the authority
- Managing teaching assistants delivering interventions
- Overseeing pupils records
- Liaising with parents/carers
- Making a contribution to INSET
- Liaising with outside agencies
- Ensuring targeted use of funding in order to secure equipment and facilities and staffing to support SEND pupils
- Monitor the progress of SEND pupils using data tracking with due regard to narrowing the gap
- Liaising with the Designated teacher where a looked After Child has SEND

The SENDco has responsibility to ensure that staff are aware of:

- Holy Family's SEND policy and procedures
- The roles of each participant/body
- Their own professional responsibilities
- The commitment required to ensure the SENDco is kept fully informed about pupils' progress

The role of the Headteacher

The headteacher's responsibilities include:

- The day to day management of all aspects of the school including SEND provision
- Keeping the governing body well informed regarding SEND provision
- Working closely with the SENDco
- Ensuring all staff fulfil their professional responsibilities with regards to SEND provision
- Ensuring that the school has clear and flexible strategies for working with parents/carers that encourage full involvement in their child's education.

The role of the Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring high quality provision for all pupils including those with a identified need
- Ensuring that SEND pupils are fully involved in all activities
- Having regard to the Code of Practice (2015) when carrying out responsibilities
- Being fully involved in developing, monitoring and reviewing the SEND policy
- Reporting on the SEND policy including the allocation of the school's delegated budget
- Handling complaints from parents of pupils with SEND concerning the provision made at Holy Family.
- To hold the Headteacher, SENDco and teachers accountable for SEND provision within the school

Supporting Pupils and Families

Inclusion

All children have the right to a full range of curriculum opportunities, accessing the National Curriculum in a way that ensures progression. For children with learning, behaviour or physical difficulties this may require the school to develop an individual programme to meet an individual pupil's needs. In order to do this, the school follows the graduated approach.

The Graduated Approach

In order for children to achieve their full potential the graduated approach involves:

- Quality first teaching and learning
- Differentiated support within classroom setting
- Catch up programmes
- Involvement of parents/carers
- Involvement of SENDco and SLT
- Group support
- 1-1 support
- Support from external agencies
- Assessment by outside agencies
- EHC plan

In all instances, care must be taken to ensure that children do not miss out on other curriculum areas.

External agencies

External agencies include:

- TESS team
- Educational Psychologists
- Behaviour support
- Gateway
- CAHMS

- LA support services
- Health visitors
- Speech therapists
- Social workers
- EWO

Parents

At Holy Family, we recognise that parents/carers have a unique overview of how their child's needs and of how they can be best supported. Close liaison with parents/carers is therefore crucial when working with all pupils including those identified as having SEND. To support this, parents are encouraged to visit school to discuss any concerns about a pupil's progress on an informal bases whenever the need arises. They are also supported during any formal meetings held between professional agencies.

The school offers three parents evening a year and a full written report at the end of the school year.

Any complaint will be addressed firstly to the class teacher. The school's complaint procedure is available on the website and should be followed when the complaint cannot be resolved in the first instance.

How do we consult pupils on their needs?

From the moment children start at Holy Family they are given a voice. After a careful transition from previous settings we then review the provision in place for them. We listen to them, observe what they are doing (including pupils who maybe non-verbal), talk to them about their learning needs, emotional and social needs and respond to their unique needs. This consultation and dialogue is part and parcel of the daily learning process in classes. Assessment for Learning is a key feature of lessons with pupil feedback on their learning a strong aspect of this.

Pupils are represented on all pupil groups in the school including on the Health and wellbeing council.

There are times when more formal consultations take place with pupils through;

- Pupil interviews
- Questionnaires and surveys
- Discussions in lessons
- IEP target reviews
- Educational Health Care – Voice of the Child
- Narrowing the attainment meetings which also includes the parent, child and teacher
- Handling plans
- PSP targets

How do we support children with SEND to improve their emotional, mental and social development?

At Holy Family we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

To aid all children's emotional, mental and social development we ensure that;

- The children have regular weekly PSHE (personal, social, health education) lessons
- The children take part in the Golden Mile which is aimed at improving children's well being
- If children need help to learn social skills or appropriate behaviours in a school setting, we may suggest using a friendship group within school or we may work individually with them

- If your child finds unstructured times difficult (e.g. playtime) difficult will consider a range of options including a quiet area for children, a buddy or the allocation of a specific adult to monitor and support children.
- Children, if needed, have access through referral to the school Counsellor
- The children, if needed, have access to Play therapy
- The children, if needed, have access to yoga

If the school is concerned about a child they have access to a Mental Health nurse assigned to the school – Sue Gill. She meets with the SENDCO regularly to discuss any concerns or support and training regarding specific needs. If the school remains concerned about a child, with parental consent, will refer to other agencies including CAHMS.

Transition

Arrangements are put in place to ensure the smooth transition of pupils with SEND. These include:

- Pupil progress meetings
- Transition meetings with the receiving high school when appropriate
- Taster days
- Meetings with early years providers

Admission arrangements

Holy Family Catholic Primary School are committed to being a fully inclusive school in which all pupils are welcomed. The governing body believes that the admission criteria should not discriminate against pupils who have been identified as having SEND and has due regard for the practice advocated in the code of practice (2015). The admission policy can be accessed through the school website.

Accessing assessments

When children are on the graduated approach, support during assessments will be given as identified/outlined on their individual support programme.

How is Holy Family enabling children with

Supporting Pupils at Holy Family with Medical Conditions

At Holy Family Catholic Primary School, we recognise that pupils with medical conditions should be properly supported so that they have full access to a rich and varied curriculum and school experience. They should have full access to school trips and physical education. Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may have an EHC which brings together health and social care needs, as well as their special educational needs. Where this is in place, the SEND Code of Practice (2015) will be followed.

In all instances, Holy Family ensures it is fully compliant with its statutory duties. These are outlined in the school's accessibility policy which can be found on the school website.

Monitoring and Evaluating of SEND

The success of Holy Family's SEND policy and provision is evaluated through:

- Monitoring of classroom practice and provision
- Analysis of pupil tracking data

- Value added data
- Summative assessment and observations
- Pupil progress/review meetings
- TESS team reviews
- Headteacher's Report to Governors
- School improvement planning meetings
- Review of SEND register
- Audit of skills/training needs

In evaluating the success of the SEND policy the school will consider the views of:

- Pupils
- Parents
- Teachers
- Governors
- External agencies

The policy of assess, plan, do, review is in place at all levels of the SEND practice.

Training and Resources

- All staff are encouraged to attend CPD which will help them acquire the skills needed to work effectively with SEND pupils. School's CPD requirements will inform the School Improvement Plan.
- NQTs and new support staff have access to the SEND policy.
- Pupil needs will be considered frequently and provision changed to support needs when appropriate.
- Staff will be required to consider their own training needs, and have a duty of care to ensure the SENDco and Headteacher are made aware of these.
- Holy Family work closely with the LA to ensure training is of a high quality and supports the school in ensuring quality provision is provided at all levels of the graduated approach.

Date Policy Amended - September 2018

Review Date - September 2019