

Holy Family R.C. Primary School

SEN Information Report (and contribution to LA SEND Local Offer)



Carmel Education Trust

June 2018

Mission Statement



Our school aims to encourage all children to see Christ in themselves and others in a caring environment which allows them the opportunities to develop to their full potential.

Our Core Offer

- At Holy Family R.C. Primary School we aim to secure the highest achievement attainable for each child.
- Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to need, making appropriate use of ICT. This is the first step in supporting pupils who may have SEND. All are challenged to do their very best.
- All children are known well by the all the teaching and support staff within school. They develop strong, nurturing relationships with the children they work with every day. Good behaviour and organisation is rewarded. Sanctions exist to support consistently high standards of behaviour and our Behaviour Policy can be accessed from the school website <http://www.holyfamilyprimary.org.uk/policies/>.
- Your child can express their views in several ways, including via the School Council or directly to school staff. The role of the School Council Representatives is to ensure that all pupils have a voice in school.
- We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. Our Supporting Children with Medical Needs Policy can be accessed from the school website <http://www.holyfamilyprimary.org.uk/policies/>.

Our Core Offer (cont'd)

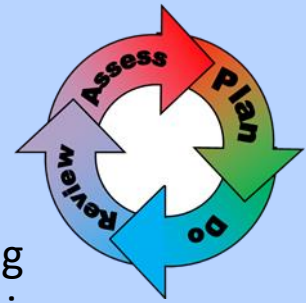
We run a wide range of fully inclusive extra curricular clubs throughout the year that provide opportunities for children of all ages to participate in a range of activities including football, netball, dance and drama.

All teachers have Qualified Teacher Status (QTS) and teaching assistants have a minimum of a Level 2 qualification. They also have a wealth of experience which is over and above the qualifications needed for their jobs and specialist services outside of school are accessed when the need arises.

Some of the additional training and qualifications our staff have includes:

- Qualified First Aid Staff including Staff trained in Paediatric First aid
- Training in the administration of medication
- Epi-pen trained
- Phonics training (Letters and Sounds)
- Downs Syndrome Primary training
- Makaton trained

Assessment



- Pupils with additional needs are identified in a number of ways including communication with parents/carers and close analysis of current and prior attainment data.
- Children who are in the care of the Local Authority have a Personal Education Plan (PEP) with clear targets and actions which reflect the child's needs and provide a continuous record of their achievements.
- The steps taken for all children requiring additional support are reflected in the graduated approach as set out in the SEND Code of Practice: 0-25 years (2014) www.gov.uk/government/publications/send-code-of-practice-0-to-25
- If a pupil has received support in a previous setting, discussion with parents/carers, pupil, staff from the prior setting and the class teacher/school SEN Co-ordinator can help to inform provision.
- If you are concerned that your child might have SEND, please contact the Head Teacher or School SENCo via the office.
- As you know your child best, we would appreciate sharing relevant information at the earliest opportunity. We would include your child in this process so they are fully involved from the outset.

Assessment (cont'd)



- Some children might need special arrangements to enable them to access statutory assessments at the end of each Key Stage. The Head Teacher and SENCo manage this work in line with the annual arrangements published by recommendations from:
 - www.gov.uk/teacher-assessment-key-stage-1-tasks-and-tests
 - www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests
- We follow the Department for Education model, “Assess, Plan, Do, Review” and your input will be invited at each stage.
- For further support, you can contact the Local Authority Parent Partnership Officer on 01325 388618 or www.darlington.gov.uk/Children/SEN/Parent+Partnership/Parent+Partnership.htm or email parent.partnership@darlington.gov.uk
- For additional information, please see details of Darlington’s full Local Offer of SEND support at: <http://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>

Planning



- All teachers are teachers of pupils with SEND. We work closely with outside agencies to ensure our staff are trained appropriately in order to equip them with suitable strategies and approaches to help them to meet a wide range of learning needs. Teaching Assistants are deployed throughout school where they can best serve pupils' needs in close collaboration with class teachers and the school SENCo.
- We start from the position that each child in our school family is unique, valued and special and we promote the self worth of each by giving love, recognition, praise, understanding and the opportunities to succeed. Each child will be encouraged to grow, in the fullest sense, and develop his or her human potential by participating fully, as far as he or she is able, in the life of the school.

Planning (cont'd)



- Where a child fails to make adequate progress, despite additional help, we seek advice from relevant outside professionals. These include:

Sensory Support Services

Educational Psychologist

Occupational Health

Child and Adolescent Mental Health Service

Carmel Education Trust Behaviour Support Service

Social and Communication Outreach Team

Hearing Impaired Service

Speech and Language Service

Early Years Inclusion Service

Downs Syndrome Support

School Nurse

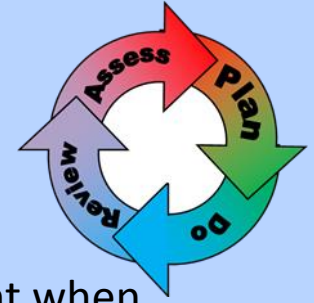
St Teresa's Hospice Bereavement Service

Planning (cont'd)



- Information about a pupil's SEND is securely shared with all staff working with the child and we are currently reviewing our information sharing process in the light of the recent SEN reforms (in accordance with the Data protection Act 2018).
 - We discuss specific concerns with parents/carers and pupils in order to more fully understand pupils' needs and to aid in the provision of personalised support.
 - Teaching and learning approaches are modified in order to support the needs of all learners and we comply with expectations set within equality and disability law.
- For more information please refer to the Equality Act 2010 at:
www.legislation.gov.uk/equality-act-2010-guidance

Doing



- Your child's class teacher takes individual needs of children into account when planning. Differentiation and the deployment of support staff ensure all children are able to access the curriculum and ensures that they can all experience success and challenge in their learning.
- Your child's class teacher or SENCo will keep you up to date with how well your child is working towards their agreed learning outcomes. This is achieved through regular planned meetings and your own views and feedback are welcomed.
- We assess and evaluate the provision arranged for your child by reviewing your child's progress against agreed individualised targets and this is then used to inform future planning and target setting.
- You can find additional information within our SEND policy:

<http://www.holyfamilyprimary.org.uk/sen-policy/>

Reviewing



- ‘Additional’ or ‘different’ provision is delivered in a range of ways, including through provision of additional specialist resources, the support of an additional member of staff within the whole class setting or regular 1:1 or small group support.
- Your child’s teacher will manage / guide any relevant interventions, which will be reflected in lesson planning.
- Where necessary, and with your full consent, we will approach outside services for advice to strengthen the provision offered to your child. We encourage you to get involved in your child’s additional provision and are currently working to develop clearer forms of practical advice for parents/carers. We believe that best outcomes are achieved when there is a consistent home-school approach being taken, wherever possible.
- If good progress is still not being made, despite all steps taken, we move to the next step of the graduated approach put forward within the 0-25 Special Educational Needs and Disability Code of Practice
www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- Data is closely monitored and reviewed by the class teacher, SENCo and school leadership team to ensure that your child’s provision is having a positive impact on outcomes.

Reviewing (cont'd)



- We fully encourage parental support and invite parents to regular planned meetings which take place termly in order to discuss progress and recommendations on how children's learning can be supported at home.
- Parents of a child with an Education Health Care (EHC) plans are invited to attend the annual review of this plan.
- We have a member of the school Local Governing Body who has specific responsibility for SEND.

Meeting Identified Needs

Cognition and Learning

- High quality teaching, differentiated for individuals including careful deployment of support staff within lessons.
- Training for staff.
- Needs of pupils known by all staff.
- Differentiated materials including coloured background and overlays, use of picture and word banks, visual clues to learning etc.
- Support staff deployed to encourage engagement.
- Range of teaching and learning strategies.
- Use of teaching assistants to scribe work for pupils
- Increased use of ICT.
- Access to advice and support from specialist staff.
- Access arrangements to assessments including scribe, readers and adapted texts.
- Support from outside agencies e.g. Educational Psychologist which form part of Individual Support Plan

Meeting Identified Needs

Communication and Interaction

- Clarifying need on entry/ Identifying need.
- Increased use of ICT.
- Social skills training involving support staff and small group work.
- Support in the classroom and at break times.
- Speech and language support from outside agency and delivery of suggested programmes by staff in school.
- Referral to Speech and Language Therapy Services for additional targeted support.
- Small group or individual work to support development of relationships and grief counselling.

Meeting Identified Needs

Social, Emotional and Mental Health Needs

- Deployment of teaching assistants and lunchtime staff to support needs of the individual.
- Monitoring of behaviour via whole school behaviour management system.
- Whole school reward system to promote behaviour for learning.
- Use of individual reward system tailored to interests of child
- Working with outside agencies to promote safe behaviours.
- Links to parents/ carers via staff with family liaison and attendance support.
- Social skills support including group work with support staff to support development of friendships.
- Home/school agreement.
- Educational Psychologist/ CAMHS as appropriate.
- Individual support within lessons through differentiation of tasks or deployment of support staff.
- Whole school themed activities during Anti-Bullying week to promote inclusion of all pupils

Meeting Identified Needs

Sensory and / or Medical Needs

- Access to Sensory Support services for advice on planning for students with a visual or hearing impairment.
- Teachers will be made aware of the implications of physical and sensory impairments and adapt lessons accordingly.
- Use of alternative coloured paper/ background on white boards, coloured overlays etc. if appropriate
- Liaison with outside agencies for specific equipment to aid access to the curriculum.
- Provision of specialist ICT equipment.
- Occupational Therapist/ Physiotherapist targeted programmes.

Well being

- Support is available for students who might have social, emotional or behaviour concerns. Staff will inform the school SENCo or Head Teacher of any concerns that they might have. Support is offered to children who might benefit from additional support and following parental consent, pupils attend by invitation. This is led by an experienced staff member and focuses on emotional development, relationships and bereavement counselling.
- The administration of medicines follows strict guidelines which can be found in our Supporting Pupils with a Medical Condition Policy which can be accessed from the school website <http://www.holyfamilyprimary.org.uk/policies/>. Any medicines stored on site are done so securely.
- In light of the recent reforms in SEND, there will be a continuing need to train staff on changes within this area. On-going professional development sessions cover aspects of teaching and learning that impact on students with SEND.

Access and Resource

- Our facilities offer support for those with reduced mobility / wheelchair users and includes ramps and a lift to enable access to the building and adapted toilet facilities. We have window blinds and carpets in all teaching areas to improve the auditory and visual environment for our learners with sensory needs.
- We are committed to children with SEND being included in activities both inside and outside the classroom. We expect all students to be able to participate and achieve in every aspect of school life. Our Equality and Inclusion Policy can be accessed from the school website:
<http://www.holyfamilyprimary.org.uk/policies/>.
- Our robust system of financial management helps to ensure that school is able to show the level of spend on children identified as having SEND. We will refer to LA guidance and criteria in order to set support at the appropriate level and will involve you fully when decisions are being made.

Moving Up, Moving On ...

- We recognise that some students need more support at transition points, such as when moving between Key Stages or when moving to a new school setting. At such times we offer personalised transition programmes to support individual SEND children.
- We strive to provide continuity of support and reduce your child's potential anxiety by working closely with staff in the next Key Stage/school.
- We work closely with other agencies in order to provide an enhanced transition for children moving to Key Stage 3. This includes individual transition plans which provide opportunities for additional visits to a new setting.

Evaluation of Impact

- Progress and attainment of SEND pupils is closely monitored by class teachers and School Senior Leaders (including the SENCo and Head Teacher) in order to ensure that our provision for each individual has a positive impact on their ability to access the curriculum.
- All children within school who have Statements of SEN or EHC Plans have made progress since their last annual review.
- All children on our SEN register have made progress, relevant for their age and ability, against prior attainment.

Keeping In Touch

- Admission arrangements for children with SEND can be found in our School Admissions Policy which can be accessed from the school website: <http://www.holyfamilyprimary.org.uk/policies/>.
- Should you wish to discuss something about your child or have any concerns regarding the provision made, please contact the Head Teacher or School SENCo via the school office on 01325 380821 or email admin@holyfamilyprimary.org.uk. Alternatively, you may contact Carmel Education Trust on 01325 254525 or via their website www.carmeleducationtrust.org.uk.
- Mrs Jane Weatherall – Head Teacher (Holy Family R.C. Primary)
- Mrs T Atkinson – Deputy Head and SENCo (Holy Family R.C. Primary)
- Miss M Regan – Chief Executive Officer (Carmel Education Trust)