

Holy Name Catholic Primary School

Special educational needs (SEN)

Information Report



At Holy Name Catholic Primary School, we welcome everybody into our community. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different groups of children within our school, providing a learning environment that enables all pupils to make the greatest possible progress and achieve to their full potential in a caring, supportive and fully inclusive environment.

Mission statement:

All children are entitled to realise their own full potential and some will need extra or different provision to achieve it. All children have an entitlement to a broad, balanced and differentiated curriculum and provision should be made for children with special educational needs (SEN). The school takes responsibility for making available the resources and facilities to enable the above to take place.

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1. What types of SEN does the school provide for?

The Code of Practice defines SEND as: “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide support that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. This will form part of our graduated response.

The Equality Act 2010 definition of disability is: “A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

Special educational needs and provision can be considered as falling under four broad areas:

Communication and interaction 	Social, emotional and mental health 
This area includes speech, language and communication needs (SLCN), which could mean difficulties with: • Receptive language/ language comprehension • Expressive language • Developmental language delay • Developmental language disorder • Social communication/ interaction • Speech sound difficulties. Children with a diagnosis of autism or autistic spectrum disorders, including Asperger's syndrome, may have needs in this area. Children with communication and interaction difficulties may or may not also have learning difficulties.	This area includes general learning difficulties which may be: • Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties (such as anxiety or depression), or emotional issues (such as disordered attachment). • Some children have disorders such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave. • For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.
Cognition and learning 	Sensory and/or physical 
This area includes general learning difficulties which may be: • Mild and Moderate Learning Difficulties • Severe or Profound Learning Difficulties • Specific learning difficulty where pupils experience difficulty in one area e.g. reading, spelling, mathematics.	• Hearing impairment • Visual impairment • Physical impairment

Medical needs:

- Children with significant medical needs will have an individual care plan.
- Some medical conditions may impair the child's ability to participate fully in the curriculum and the wider range of activities in the school. Some will affect the child's progress and performance intermittently, others on a continuous basis throughout the child's school career.

2. Which staff will support my child?

SENCO

Mr Andrew Neenan
(Headteacher)



Inclusion Manager

Mrs Esmie Chapman
(Deputy Headteacher)



SEN Governor

Mrs Jayne Logue



All of the above are contactable via:

Telephone: (0121) 357 3216

Email: headteacher@holynome.sandwell.sch.uk

Class teachers & Teaching assistants (TAs):

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Sandwell Inclusion Support:
- Educational psychologists, Specialist Advisory Teacher for learning or Social and Emotional Needs, Complex Communication and Autism Team (CCAT), Hearing and Visual support.
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers (Attendance Officer)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can contact them by asking to arrange an appointment via the school office or when meeting at parents evening.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

In order to help children who have SEND, school makes full use of available classroom and school resources, before calling upon outside resources and specialist expertise. We follow a graduated approach (Assess, Plan, Do, & Review), where the teachers use an array of strategies to support the child's special needs before consulting the SENCo.

Teaching pupils with SEND is a whole school responsibility. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation.

The majority of pupils will learn and progress within these arrangements. Teachers should deliver the National Curriculum programme of study in ways that meet the particular learning requirements of pupils.

Our aim is to identify children with SEND as early as possible. We assess all children formally each term using both summative and formative assessments.

At termly pupil progress meetings, the assessment data is analysed and children who are not making enough progress throughout the term are identified - support and interventions are put into place. These are monitored and assessed termly.

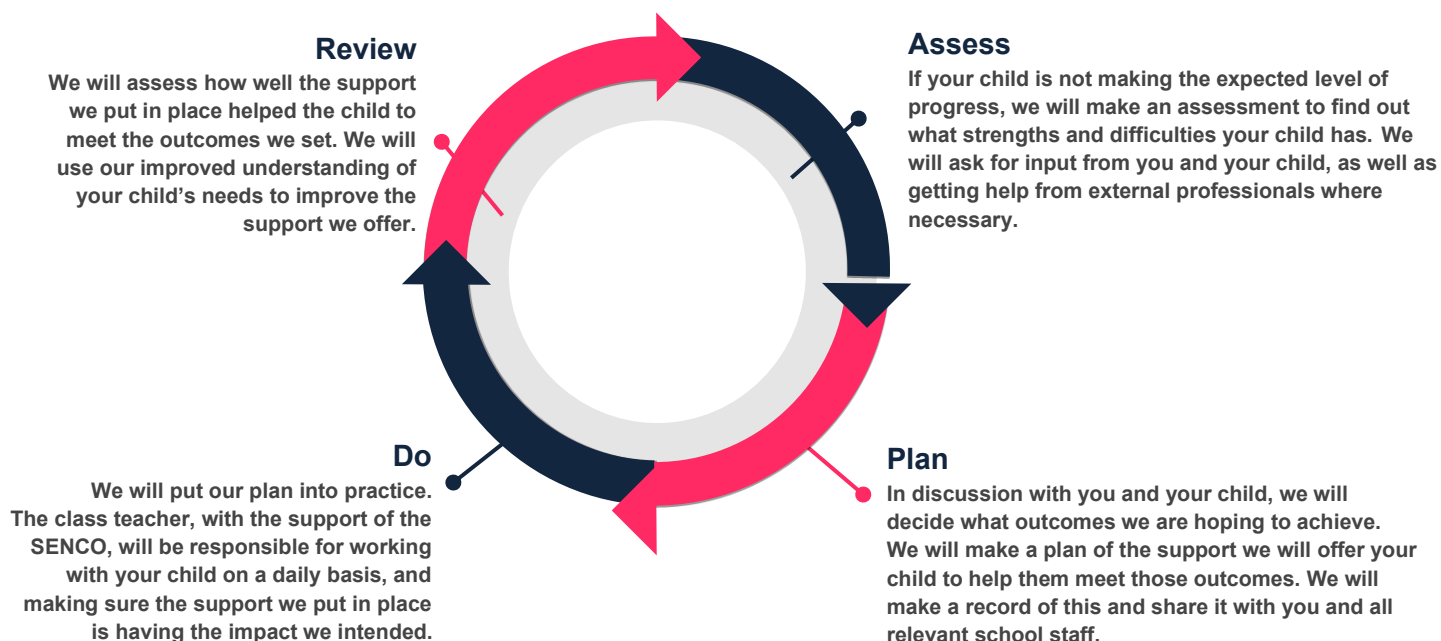
Children who have made good progress on the interventions are removed and children who have not made progress are highlighted and discussed with the SENCo. A decision will be made as to whether the child needs a different intervention or to involve specialist outside agencies to support the child's learning.

N.B. Parents will receive feedback on progress and be consulted at parents evening and in writing twice a year. Other meetings may take place if appropriate.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

During the school year, teachers will share the specific provisions that the child has received and talk about these through an Individual Education Plan (IEP) meeting. Additionally, two parental meetings are held each year to discuss their child's progress, and a written report is issued mid-year and at the end of the year.

During the IEP meeting, the class teacher will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will the school adapt its teaching for my child?

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

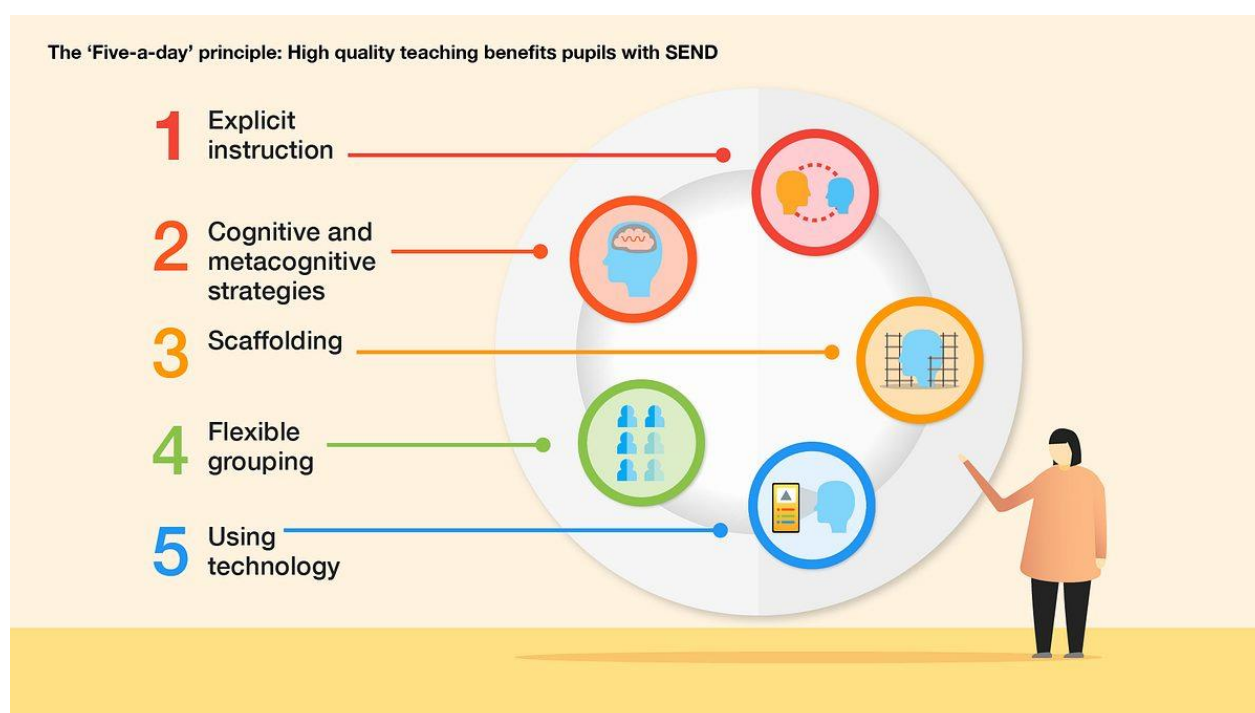
Wave 1 Provision:

All children receive Quality First Teaching in their class or groups. The teaching is engaging and supports learning and progress in an inclusive way.

Teachers differentiate each lesson by adjusting teaching style, resources and/or support to enable all children to make progress.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Wave 2 Provision:

If a child does not make the expected progress with quality first teaching, staff will investigate why this may be.

Some children may be identified as having a special educational need which requires a provision different from, or additional to, that normally available to pupils of the same age.

We will discuss each stage with parents and children, who will be included in any decision making.

We may ask for parental consent to seek further advice from external agencies (e.g. Sandwell Advisory Teachers) at this stage.

Wave 3 Provision:

If a child does not make progress with targeted support or they have a special educational need or disability which requires specialist advice, consent from parents to access advice from an external agency may be sought.

When external agencies offer ongoing support and advice, this is Specialist Support.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. We work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adult support (as and when appropriate)

We may also provide the following interventions: Reading Plus, Little Wandle Keep Up, 5 minute maths, Mini maths, Lego Therapy etc.

AREA OF NEED	WAVE 1 PROVISION	WAVE 2 PROVISION	WAVE 3 PROVISION
Communication and interaction 	- Flexible teaching arrangements - Structured school and class routines - Differentiated curriculum delivery - Increased visual aids - Visual timetables - Use of symbols/sign support - TA support in class, small group work	- Social stories - Phonics booster groups - Group / 1:1 support - Social groups	- Speech and language therapy - C-CAT Team / Educational Psychologist input
Cognition and learning 	- Differentiated curriculum & delivery - Visual support and aids - Visual timetables - Use of writing frames & task boards - ICT – tablet devices/voice recorders - TA support in class, small group work	- English Provision: Reading Plus, Little Wandle Keep Up/Catch Up, extra reading, writing /spelling support, Write from the Start - Group or 1-1 support in Literacy - Group or 1-1 support in Numeracy - Maths Provision: - Basic number skills, 5 minute number box, 1st Class at Number, - Internet based programmes	Input from Inclusion Support (Educational Psychologist / Specialist Advisory Teacher Learning Support / C-CAT Team / Speech and Language Therapy
Social, emotional and mental health (SEMH) 	- Whole school behaviour policy (&reward system) - PSHE (TenTen) - Quiet workstation - Fidget toys / wobble cushions	- Individual rewards chart - Nurture groups - Emotion Coaching - Social stories	- Involvement from Inclusion Support – Specialist Advisory Teacher for SEMH / Educational Psychologist / C-CAT - Mentoring / counselling
Sensory and/or physical 	- Flexible teaching arrangements - Specific training for teachers - Additional resources required	- ICT programmes - Additional handwriting support – e.g. writing slope, maped rulers, yoro pencils - Fine motor skills practice - Gross motor skills programme	- Withdrawal - In class support - Behaviour Support involvement - Mentoring programme - Input from Educational Psychologist and PPE team.

These interventions are part of our contribution to Sandwell / Birmingham's local offer (depending on where your child resides).

8. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals every 6 weeks and termly with parents
- Discussions with pupils
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

9. How will the school resources be secured for my child?

Resources are audited termly and the SEND budget is used to replace, update and secure equipment that is required.

All classrooms are equipped with appropriate resources to meet the needs of all children in the school. Specialised equipment is obtained for specific needs, for example, specialist writing resources, coloured overlays etc.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

10. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to take on extra responsibility e.g. school council / spiritual council / classroom monitors
- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN as and when required by providing 'check-ins' at specific times
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

11. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Some SEN pupils require further transition support.

Between years:

- To help pupils with SEN be prepared for a new school year we:
- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule classroom visits to the new classroom and if possible, to meet the new teacher
- If required, we may create a booklet with images of the new classroom and teacher

Between schools:

When your child is moving on from our school, we will contact the new school to share the relevant information and appropriate paperwork.

From primary to secondary school:

- The SENCO will discuss the needs of pupils with the SENCO of the secondary school and the relevant paperwork will be shared.
- Pupils will be prepared for transition through various activities in class.
- Some secondary schools provide extra transition sessions for SEND pupils.
- The class teacher and SENCO will discuss the appropriate transition plan for pupils.

12. What should I do if I have a complaint about my child's SEN support?

If you (as a parent) are not satisfied then there is a designated complaints procedure.

You are invited to take the following steps:-

- Arrange to discuss the complaint informally with the class teacher first, then the Inclusion Manager or SENCo / Headteacher
- Ask the Inclusion Manager to arrange for them to meet the relevant specialist from Inclusion Support and/or the Educational Psychologist
- Make an appointment to discuss the matter formally with the SENCo / Headteacher
- Put their case to the Governing Body by writing to the Governor responsible for special educational needs (see page 3)
- Contact, by letter or telephone the Principle Officer for Special Needs at Sandwell Education Authority
- Write to The Secretary of State for Education
- If they disagree with an Education, Health and Care Plan issued for their child, they have the right of appeal to the SEN tribunal, further details of which can be obtained from the Education Offices or school.

13. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Birmingham or Sandwell's local offer (depending where you reside). The local authority publishes information about the local offer on their website:

[Birmingham Local Offer](#) / [Sandwell Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[SENDIAS Birmingham](#) / [SENDIAS Sandwell](#)