

SECTION 1: AREAS OF NEED

At Holy Name Catholic Primary School we cater for the four categories of need as identified in the Code of Practice 2015:

Cognition and Learning-

- 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.

Speech, Language and Communication

- Receptive language/ language comprehension
- Expressive language
- Developmental language delay
- Developmental language disorder
- Social communication/ interaction
- Speech sound difficulties.

Physical Disabilities / Medical

- Hearing impairment
- Visual impairment
- Physical impairment

(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.

Behavioural, Emotional and social difficulties:

These may be temporary or long term and may affect the child's ability to learn. Children who experience behavioural, emotional and social difficulties (BESD) may also have additional difficulties as described in other sections.

SECTION 2: IDENTIFICATION AND ASSESSMENT

In order to help children who have SEN, school makes full use of available classroom and school resources, before calling upon outside resources and specialist expertise. This is a graduated approach, with the teachers using an array

of strategies to support the child's special needs before consulting the SENCo or before consideration is given to moving the child on to the SEN register.

Teaching pupils with SEN 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 NC programme of study in ways that meet the particular learning requirements of pupils.

Our aim is to identify children with SEN as early as possible. We assess all children formally each term. At termly pupil progress meetings, the assessment data is analysed and children who are not making enough progress are identified - support and interventions are put into place, and an Individual Intervention Progress sheet (IIP) is used to record the targeted support/ intervention. These are monitored and assessed half 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 whether the child needs a different intervention or to involve specialist outside agencies to support the child's learning.

See Whole School Provision Map (see appendix 1).

SECTION 3: SCHOOL'S POLICIES FOR PROVISION OF SEN

Information about school's policies in making provision for pupils with SEN; with and without EHC Plan: **See SEN policy.**

All children, including children with SEN, are encouraged to participate in all areas of our curriculum which includes out of school activities such as: after school clubs; off site day trips and residential visits. Arrangements are made in consultation with parents, teachers and support staff in order to meet the needs of particular children.

SECTION 4: SPECIAL EDUCATIONAL NEEDS CO-ORDINATION

The Special Educational Needs Co-ordinator (SENCo) is:

Mr Andrew Neenan (Headteacher)

The Inclusion Manager is:

Mrs Demelza Smith (Deputy Headteacher)

The Special Educational Needs Governor is:

Mrs Mary McMahon

SECTION 5: TRAINING OF STAFF

The SENCo holds the National Qualification for Special Educational Needs Coordination with Birmingham University (January 2013). Each term the Inclusion Manager attends termly Local Authority cluster meetings which provide up-to-date information and also attends the annual Sandwell Local Authority SENCo conference. Relevant information and any specific training is then disseminated and shared with all staff.

After auditing children's needs, training is delivered to staff to match the needs of the children. Individualised training is delivered to staff as necessary and appropriate to children's needs. This training is either delivered in house by the Inclusion Manager using a whole school approach to improving access, participation and achievement resources, or via a trained professional from the Local Authority's Inclusion Support team e.g. precision teaching and anger management training. Staff may also participate in training delivered by outside agencies, for example 'Spectrum is Green' (Complex Communication Difficulties training).

We audit staff training needs regularly to ensure all the learning needs are met in school.

SECTION 6: EQUIPMENT AND FACILITIES

Resources are audited termly and the SEN 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, specialist seating.

The school has wheelchair access ramps throughout school and a wheelchair lift for stairs in the corridor.

SECTION 7: ARRANGEMENTS FOR CONSULTING PARENTS WITH CHILDREN WITH SEN

During the school year, teachers write to parents with SEN to inform them of any interventions that their child might be receiving. Two parental meetings are held each year to discuss the child's progress, and a written report is issued at the end of the year.

If there is cause for concern, parents are informed and invited to discuss the child's progress with the class teacher. Parents are advised about the interventions and individual support given to the child and the expected outcomes to be reached.

If a child continues to make little or no progress in specific areas over a period of time, or has emotional/ behavioural difficulties which substantially and regularly

interfere with the child's own learning, a request for help from external services is likely to follow. This is a decision taken by the SENCo and Inclusion Manager and colleagues, in consultation with parents, at a meeting to review the child's progress.

Parents will be involved at all stages of the process. The school is open to expressions of concern by parents. Parents' concerns will be followed up by assessment by class teachers and SENCo. Parents will be involved in review meetings.

The Inclusion Manager is always available to see any concerned parent. An appointment should be made for a mutual convenient time.

Children with Education Health and Care plans (EHC) will have an annual review where parents are involved in the setting of new targets.

SECTION 8: ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SEN

Where appropriate, children set their own targets for their learning or behaviour. During review processes the children give their views about how they feel they are meeting their targets, as well as how they are progressing in other areas of the wider curriculum.

SECTION 9: ARRANGEMENTS FOR COMPLAINTS FROM PARENTS OF CHILDREN WITH SEN

If a parent is not satisfied then there is a designated complaints procedure. They are invited to take the following steps:-

- a) Arrange to discuss the complaint informally with the class teacher first, then the Inclusion Manager or SENCo / Headteacher
- b) Ask the Inclusion Manager to arrange for them to meet the relevant specialist from Inclusion Support and/or the Educational Psychologist
- c) Make an appointment to discuss the matter formally with the SENCo / Headteacher
- d) Put their case to the Governing Body by writing to Mrs Mary McMahon, the Governor responsible for special educational needs
- e) Contact, by letter or telephone the Principle Officer for Special Needs at Sandwell Education Authority
- f) Write to The Secretary of State for Education
- g) 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.

SECTION 10: INVOLVEMENT OF HEALTH, SOCIAL SERVICES, LA SUPPORT SERVICES, AND OTHERS IN MEETING THE NEEDS OF CHILDREN WITH SEN AND SUPPORTING THEIR FAMILIES

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleagues to support the child's academic and social progress.

SECTION 11: CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF CHILDREN WITH SEN

Sandwell Inclusion Support: 0121 569 2777
Speech & Language Services: 0121 612 2345
Sandwell Parent Partnership Service: 0121 552 0047

SECTION 12: TRANSITION ARRANGEMENTS:

The Inclusion Manager is fully involved in the transfer of pupils from Primary to Secondary school. She is available to discuss the various options available for the child with special needs. Towards the end of the summer term before the special needs child moves to secondary school, the Inclusion Manager meets with the SENCo of the appropriate secondary schools, or makes contact by phone, and discusses the needs of all children transferring to that school.

All relevant documentation from the child's special needs file is forwarded to their new school. This ensures the best possible continuity.

SECTION 13: THE LOCAL OFFER

The Local Authority Local Offer is available for parents to view - it is published on the school's website in the policy section.

Appendix 1:

Whole School Provision Map

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
Cognition and learning	Differentiated planning and activities, increased visual aids. And modelling, visual timetables, illustrated dictionaries, writing frames, use of laptop / iPad, TA support in class, small group work	Year 2 Booster Group Year 6 Booster Group Phonics booster groups Group or 1-1 support in Literacy Group or 1-1 support in Numeracy Springboard, 1st Class at Number, FLS, Speed up, Write from the Start, Apples and Pears	Five Minute Number Box Supporting children with gaps in their mathematical understanding 1-1 withdrawal Speech and Language intervention Inclusion Support input.
Communication and interaction	Flexible Teaching Arrangements Differentiated Curriculum delivery Increased visual aids Visual Timetables Talk partners	Phonics booster groups Group or 1-1 support In class support from TA Additional use of ICT	1-1 withdrawal Speech and Language intervention C-Cat team and Educational Psychologist input.
Emotional, behavioural and social	Whole School and Class Reward System Whole School and Class Rules Whole School Policy for Behaviour PSHE and Circle Time Time out areas in the classroom.	Small group circle time / friendship group turn taking. Sparkle Group and Games Club. Individual reward system with Deputy Head involvement.	1-1 withdrawal 1-1 in class support 1-1 Behaviour programme Nurture group. Behaviour Support involvement Input from Educational Psychologist and PPE team.
Sensory and physical	Flexible Teaching Arrangements Teacher Awareness of Sensory and Physical impairment. Additional resources available	Speed Up writing Additional use of ICT programmes , additional handwriting support, resources, e.g. writing slope, Maped rulers, yoro pencils	1-1 Support 1-1 withdrawal for physiotherapy / occupational therapy exercises Use of Specific Resources or Equipment i.e. specialist seating, standing frames, individual computers/screens, Gross and fine motor programmes, TA support in and out of class.