



Holy Name Catholic Primary School

SEND Information Report

This report aims to provide information to parents and carers of children with SEND.

Welcome



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.

Inclusion Lead and SENCO



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

- ▶ Mr Andrew Neenan (Headteacher)

The Inclusion Manager is:

- ▶ Mrs Esmie Chapman (Deputy Headteacher)

The Special Educational Needs Governor is:

- ▶ Miss Joanne Devaney

All of the above are contactable via:

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Section 1:

Broad Areas of Need

There are four broad areas of need with many children having needs in more than one area.

The areas of need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs.

Communication and interaction

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.

Communication and interaction Provision

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
Communication and interaction	<ul style="list-style-type: none">• Flexible Teaching Arrangements• Differentiated curriculum delivery• Increased visual aids• Visual Timetables• Talk partners	<ul style="list-style-type: none">• Phonics booster groups• Group or 1-1 support• In class support from TA• Additional use of ICT	<ul style="list-style-type: none">• 1-1 withdrawal• Speech and Language intervention• C-CAT team and Educational Psychologist input.

Cognition and Learning

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.

Cognition and Learning Provision

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
Cognition and learning	<ul style="list-style-type: none">• Differentiated planning and activities, increased visual aids.• Modelling, visual timetables, illustrated dictionaries, writing frames, use of laptop / iPad• TA support in class, small group work	<ul style="list-style-type: none">• 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• Internet based programmes	<ul style="list-style-type: none">• Five Minute Number Box• Supporting children with gaps in their mathematical understanding• Speech and Language intervention• Inclusion Support input.

Social, Emotional and Mental Health (SEMH)

- ▶ 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.

Social, Emotional and Mental Health Provision

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
Emotional, behavioural and social	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Small group circle time / friendship group turn taking.• Nurture Group (e.g. Sparkle Group / Lego Therapy) and Games Club.• Emotion coaching	<ul style="list-style-type: none">• Withdrawal• In class support• Behaviour Support involvement• Mentoring programme• Input from Educational Psychologist and PPE team.

Sensory and/or Physical Needs

- ▶ 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.

Sensory and/or Physical Needs Provision

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
Sensory and physical	<ul style="list-style-type: none">• Flexible Teaching Arrangements• Teacher Awareness of Sensory and Physical impairment.• Additional resources available	<ul style="list-style-type: none">• Speed Up writing• Additional use of ICT programmes , additional handwriting support, resources, e.g. writing slope, Maped rulers, yoro pencils	<ul style="list-style-type: none">• 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.

Section 2:

Identification and Assessment of Needs

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, 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.

Identification and Assessment of Needs



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, and an Individual Intervention Progress sheet (IIP) is used to record the targeted support/ intervention. These are monitored and assessed **half termly. (we do 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.

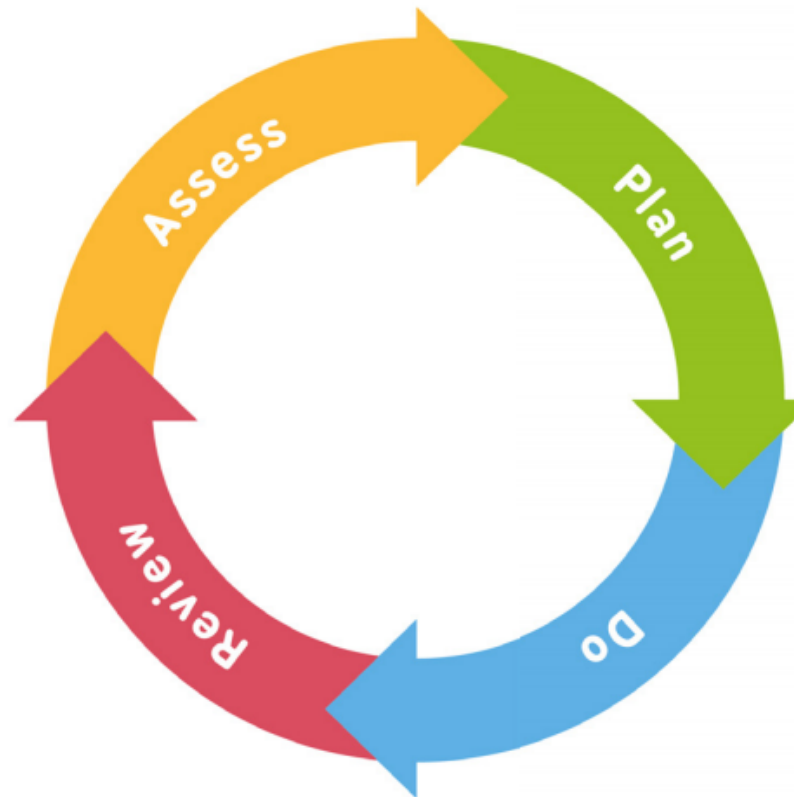
N.B. Parents will receive feedback on progress and be consulted at parents evening and in writing twice a year. Other meetings may take place if appropriate.

Identification and Assessment of Needs

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.



Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Section 3:

How we will support your child



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.

How we will support your child



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.

How we will support your child



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.

Specialist Support/External Agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs.

These agencies normally include:

- ▶ Sandwell Inclusion Support (e.g. The Educational Psychologist, Learning support or Social, Emotional & Mental Health support)
- ▶ Speech and Language Therapy
- ▶ Occupational Therapy, Physiotherapy
- ▶ CAMHS
- ▶ The school nurse

Any or all of these agencies may be involved in the provision, delivery or review of targets set in children's Individual Intervention Plans (IIPs) in order to ensure children's attainment is raised.

Provision of SEND

- ▶ Information about school's policies in making provision for pupils with SEND; with and without EHC Plan: **See SEND policy.**
- ▶ All children, including children with SEND, 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.

EQUIPMENT AND FACILITIES



- ▶ 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.
- ▶ The school has a wheelchair access ramp and a wheelchair lift for stairs in the corridor.

How we involve other professionals to support families:



Sandwell 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 or you can [click here to access Sandwell's Local Offer.](#)

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.

Sandwell Inclusion Support: 0121 569 2777

Speech & Language Services: 0121 612 2345

Sandwell Parent Partnership Service: 0121 552 0047

Section 4:

Training of Staff

- ▶ The SENCo holds the National Qualification for Special Educational Needs Coordination with Birmingham University (January 2013). 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 emotion coaching training. Staff may also participate in training delivered by outside agencies.
- ▶ We audit staff training needs regularly (through meetings, questionnaires and discussion) to ensure all the learning needs are met in school.

Section 5:

Consulting Parents of Children with SEND



- ▶ During the school year, teachers write to parents with SEND to inform them of any interventions that their child might be receiving. Two parental meetings are held each year (along with two parent meeting) to discuss their child's progress, and a written report is issued mid-year and 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. This is also an opportunity for parents to share their observations from home.
- ▶ 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.

Consulting Parents of Children with SEND



- ▶ 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/or SENCo. Parents will be involved in review meetings.
- ▶ Parents should always approach the class teacher first to discuss a concern and arrange an appointment. The class teacher may decide that The Inclusion Manager would be more appropriate to meet with the parent and will arrange another appointment following the initial consultation.
- ▶ Children with Education Health and Care plans (EHC) will have an annual review where parents are involved in the setting of new targets.
- ▶ Parents are able to make notes for themselves during the meeting if they wish, but school will not do this on behalf of parents.
- ▶ At least one parent is expected to attend a meeting with the class teacher.

Section 6:

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.
- ▶ When appropriate, children will contribute to their one-page profiles which will state their values and needs to support their learning.

Section 7:

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:-

- ▶ 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.

Section 8: Transition Arrangements

- ▶ When moving between year groups, all children will spend time with their new class teacher and any teaching assistants.
- ▶ Some children may also need additional sessions to get to know their teachers, classrooms or routines and this will happen towards the end of the Summer term.
- ▶ All teachers will 'handover' key information prior to the next academic year.

Transition Arrangements

To the secondary school:

- ▶ 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 class teacher / 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.