

## Holy Family RC Primary School's Information Report and Offer of Support for Children & Young People with Special Educational Needs and Disabilities (SEND)

### How we identify individual special educational needs at Holy Family RC Primary School?

- ❖ When pupils have identified SEND before they start at Holy Family, we work with the people who already know them and use the information already available, to identify how their special educational need can be managed at our school.
- ❖ If you tell us that you think your child has a SEND, we will discuss this with you and investigate your child's needs further. We will share what we discover with you and agree with you what we will do next and what you can do to help your child
- ❖ If our staff think that your child has an SEN (this may be because they are not making the same progress as other pupils, they may not be able to follow instructions or answer questions, they may have difficulties communicating or making their needs known or they may manifest their difficulties through their behaviour in school); we follow a process of:
  - Observing them in class and on the playground,
  - Speaking to previous teachers about their earlier needs,
  - Evaluating their work / effort in class,
  - Monitoring class data,
  - Assessing their understanding using assessments / checklists to pinpoint what is causing difficulty.
  - This will all be discussed with you and should we require further help, we will contact the specialist SEND team to help highlight specific areas of need and to provide recommendations / advice to support your child in school.
  - These recommendations will be put into a School Support Plan – a working document which offers a profile of your child (strengths / needs), highlights interventions / strategies which do/not work, and sets out targets (collaborated by staff and external agencies) which are then regularly reviewed and evaluated.
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### How we involve pupils and their parents/carers in identifying SEND and planning to meet them

- ❖ We are a child and family centred school, so you will be involved in all decision making about your child's support
- ❖ When we assess SEND we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.
- ❖ We write targets for your child and review these with pupils and parents/carers every term, during Parent Conference Day.
- ❖ If your child has a higher level of need, their targets will be discussed with you and presented on a School Support Plan.
- ❖ This Plan will be reviewed every term in a Person Centred Review Meeting with parents/carers, your child, your child's class teacher and teaching assistant and any outside agencies which have been involved with your child's SEND provision.
- ❖ Targets from the School Support Plan often include work for your child to continue at home as extra practice.
- ❖ The school have an 'SEND Parent Support Group' who meet regularly to discuss provision and awareness for children with SEND.
- ❖ The SENCO has an 'open-door' policy and welcomes / encourages you, as a parent, to contact her to discuss your child and their SEND.

## How we adapt the curriculum so that we meet SEN

- ❖ All our staff are trained to make materials and lessons easier or more challenging, so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resources required.
- ❖ All lessons are differentiated to ensure that every child, regardless of their ability is able to access the curriculum at their level.
- ❖ Teachers plan for all children and ensure that children with Special Educational Needs are highlighted on their plan, with work at their level.
- ❖ We use additional schemes/materials so that we have something at the right level for pupils with SEND. These schemes provide a variety of activities which include ICT.
- ❖ We use differentiated books from Oxford Reading Tree for reading – including additions to the scheme – Project X and Project X: Code, which are targeted specifically at SEND and POPS books which were designed for children with Speech and Language needs.
- ❖ Staff are trained in delivering 'Sign and Shine' to help support those who struggle with reading.
- ❖ Our daily Guided Reading groups are streamed, which allows children who struggle with reading, to work in a smaller supported group, with work tailored to their needs.
- ❖ Teaching Assistants also deliver the Better Reading intervention daily.
- ❖ We have a designated area of the school library stocked with dyslexia-friendly reading books, as well as amendments made to create Dyslexia-Friendly classrooms. These include coloured overlays, exercise books / worksheets with coloured pages, specific fonts on worksheets / whiteboard activities, use of ICT to assist
- ❖ We use recommendations from QEST, Occupational Therapy and Educational Psychology to target specific writing difficulties; The Jungle Journey and Write from the Start are used to provide support for fine motor skills and handwriting. We also use a number of schemes and materials to support Phonics; these include Direct Phonics, Jolly Phonics, Funky Phonics, Storytime Phonics and Phonics to Spelling. Our Phonics groups are also streamed to target specific Phonic needs.
- ❖ For maths, White Rose Hub Maths, Numicon, 5 minute Box and various apps on the iPads are used. Pre-teaching and Post-teaching are used in all classes to support SEN groups and help them to fill gaps in knowledge. School also uses a wealth of concrete and visual aids to help children who struggle with maths, to grasp the basis number concepts.
- ❖ Continuous Provision is used within the Early Years setting to allow children to learn through doing. Practical activities allow them to learn basic concepts at a concrete level, in literacy and numeracy.
- ❖ We use Blast and Time to Talk for language and communication and Social Stories, and Socially Speaking for personal, social and health education and social time.
- ❖ We have Messy Play Therapy each week for children who struggle to communicate.
- ❖ We have a trained ELSA (Emotional Literacy Support Assistant) in school, who carries out Emotional Literacy sessions with children who struggle with their social, emotional, mental health and well-being. The Talkabout Assessment tool is used to assess and provide support for children who struggle with their emotional resilience, as well as support and advice from consultations with the SEMHS (Social, Emotional, Mental Health Support) team, who work closely with the school.
- ❖ Children who struggle with Emotional Resilience take part in daily Meet & Greet sessions, Time to Talk to Teacher, and Time for You and Me each day,
- ❖ Children who struggle with their Emotional Resilience in class can attend their learning in a small group Nurture Provision.

- ❖ Reflect and Repair sessions and Lost Learning Diaries are used to assess and help children talk through anxieties / worries / problems which may have affected their behaviour in class. It enables them to understand boundaries (which are interwoven into the school's expectations – be safe, ready and respectful) and consequences of their actions. It also gives them a chance to repair situations, relieve anxieties and start each new day as a fresh start.
- ❖ Staff are trained to deliver Elklan and Wellcomm interventions, which are used as a daily intervention for children with Speech, Language and Communication needs in the Early Years and Foundation Stage. This has recently been extended and additional Wellcomm interventions have been purchased to include children in Key Stage Two.
- ❖ Close links with Speech and Language Therapy also enables virtual sessions between child and therapist, when face to face appointments have not been possible.
- ❖ Angled writing slopes, ear defenders, chewellery, fidget toys, posture cushions, brain breaks, weighted cushions and pencil grips are used for children with physical difficulties e.g. hypermobility, sensory processing issues. The Ready to Work Program is available to support children with physical issues such as ADHD.
- ❖ Racing to English is an EAL intervention program used to help language skills for those children who have English as an Additional Language.

### **How children and young people with special educational needs can access the school's facilities.**

#### **How accessible the school environment is.**

- ❖ Holy Family have excellent safeguarding procedures embedded to ensure that all students, staff and visitors have a safe environment.
- ❖ The school does have wheelchair access at the front of the school and a disabled access toilet on site.
- ❖ The school has all classrooms fitted with projectors and smart boards.
- ❖ Students with both audial and visual impairment have their needs met on an individual needs basis in liaison with the Oldham Hearing and vision support team.
- ❖ Laptops and iPads are available for students with SEND as appropriate and a wide range of subject specific aids are used, including but not exclusively, coloured backgrounds and visualisers in English, different sized and coloured balls in Physical Education, different fonts, overlays and larger print/worksheets and books.
- ❖ Children can access specific resources such as angled boards, pencil grips, posture cushions, recommended seating, weighted cushions and visual prompts to help them develop their communication skills.

### **How we modify teaching approaches**

- ❖ All our staff are trained so that we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia) (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and emotional, mental health and well-being (EMHWP)
- ❖ All of our teaching staff is accountable for every member of their class. Quality First Teaching is the pinnacle of each class and all teachers ensure that work is differentiated and appropriate for all levels of ability.
- ❖ Adaptations are made for children with social difficulties, hearing difficulties and physical difficulties (e.g. wheelchair access / disabled toilets etc)
- ❖ Each member of staff ensures that they provide for all types of learners – kinaesthetic, visual and auditory learners

- ❖ Our school regularly identifies training needs within the staff, and ensures that these needs are provided for by offering training opportunities.

### **How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)**

- ❖ PUMA (Maths) and PIRA (Reading) assessments are carried out each term across the school for years 1-6.
- ❖ For children with SEND who are not able to access the PUMA and PIRA tests, they are assessed using PIVATS. These assessments enable us to highlight areas of strength and clearly see where gaps in learning are. These gaps can then be provided for through specific planning and teaching. PIVATS are monitored and tracked by the SENCO every term.
- ❖ We consistently check that progress is good and amend provision if it is not.
- ❖ We check how well a pupil understands and makes progress in each lesson, by asking them to evaluate their own work before handing it in and through ongoing assessments and evaluations.
- ❖ Our senior leadership team monitors the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress, including those with SEND.
- ❖ Through Pupil Progress meetings, interventions and provisions are planned collaboratively with the Head teacher, SENCO and Class teacher.
- ❖ Pupils who have Educational Health Care Plans will have two reviews each year as well as the Annual Review, which is reported to the Local Authority.
- ❖ Pupils on the SEND register have a meeting with parents every term at the SEND Person Centred Review. During these meetings, progress is discussed and collaboratively, plans are made for future provision.

### **What equipment or resources we use to give extra support**

- ❖ We use workstations; visual timetables; 'First, Then, Next...' cards, Time Out areas, coloured overlays, pencil grips, 'feely bags', fiddle toys, writing slopes, posture cushions, sensory room, dyslexia-friendly books, exercise books with coloured pages, ear-defenders, chewellery, ICT programs, reward charts, weighted cushion and countdown timers for pupils who need it.
- ❖ We use laptops and iPad Apps for pupils with communication difficulties, as well as other ICT equipment and programs to support specific needs.
- ❖ We deliver Speech & Language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time.
- ❖ We have members of staff in the Early Years and Foundation stages who are trained in Speech, Language and Communication programmes such as Wellcom and Elklan.
- ❖ We use a range of software to help children engage with subjects they find difficult, e.g. accessing online books for reluctant readers, writing programs for those who struggle with writing, phonics apps for struggling spellers etc. This helps children to become independent learners.

- ❖ Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services, e.g. Occupational Therapy.

### **What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively**

- ❖ We have support from specialist teachers / support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism, PIP)
- ❖ We get support from local authority services
- ❖ We get support from Speech and Language Therapy (SALT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy and to provide virtual sessions if face to face sessions are not possible.
- ❖ We get support from Occupational Therapy (OT) for pupils who need assessment with physical / sensory needs.
- ❖ We work closely with the Educational Psychologist and QEST, who support and advise us for a variety of learning issues.
- ❖ We work with Child Development Service
- ❖ We liaise with the Community Paediatrician, School Nurse and Health Visitor for advice and support with physical and neurodevelopmental needs.
- ❖ We have regular training from medical professionals e.g. the diabetes nurse.
- ❖ We refer pupils to Healthy Young Minds and act on advice and support given.
- ❖ We work closely with Social Workers and Early Help workers for those families who access their services.
- ❖ We have worked with Youth in Mind and Play Therapists, who have come into school to provide 1:1 sessions with children.
- ❖ We work with staff from the Social, Emotional, Health and Well-being Service (SEMHS) to advise and support with specific children and behaviour needs.
- ❖ Together with the pupil and the parent we review the pupil's progress; agree what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each do; agree a date to review how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded to ensure accountability
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### **Extra-curricular activities available for pupils with SEN**

- ❖ All children have access to any after school clubs, regardless of their ability, and every adaptation needed is made to ensure that every child gains fair access to the clubs.
- ❖ We have a Breakfast Club every morning and any child can access this.

- ❖ We have regular educational visits as well as people coming into school to support different topic areas. We choose visits which are accessible to all.
- ❖ We have one residential trip each year to Robin Wood, which is open to Year 6. All children, as well as those with SEND are always included in these. We provide any support needed for their full inclusion, including pre-trip visits, extra staff to support etc.

### How we support pupils in their transition into our school and when they leave us

- ❖ For children who are first joining our Reception class, key workers and the SENCO will attend a transition meeting at their Nursery to discuss SEND arrangements / needs. Information will be gathered and any necessary support will be put into place on their entry to the school.
- ❖ For children who join the school mid-way through the year, the SENCO will liaise with the class teacher and SENCO from their previous school to discuss SEND arrangements.
- ❖ When children move from one year group to the next, all SEND information is passed up to their new teacher, to ensure that good practice is continued. New teachers also attend end of year Review meetings to discuss the smooth 'handover' of children with SEND.
- ❖ For children who struggle with change, transition arrangements begin in the Spring term, with a number of activities (including countdown charts) to help the children prepare for the changes and to discuss / relieve any anxieties this may cause.
- ❖ Transition arrangements for children leaving year 6 are very important to us. A number of meetings will be held throughout the year to discuss arrangements for moving to another school. These meetings will involve any outside agencies who have had involvement with your child; and teachers/SENCOs from their future secondary school will also be invited, in order for them to gain a clear understanding of your child's needs. Examples of good practice / advice will be shared with the secondary school to ensure a smooth transition from on school to the next.
- ❖ Holy Family are currently taking part in a Transition Project with Newman College, to organise and plan transition events together to help support the children in year 6 who will be going to Newman College in y7. As part of the project, the Teaching Assistant from year 6, Miss Mahoney, will move up to Newman in Year 7 to continue the support for our Year 6 pupils as they start their secondary school journey.
- ❖ Some other Secondary schools allow pre-visits to the school before the arranged 'Transition Days'. This is facilitated by the SENCO at School after liaising with the Secondary SENCO.

### How additional funding works

- ❖ Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.
- ❖ If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan

## Where pupils can get extra support

- ❖ Your views are important to us and we want to listen to them and know that you are satisfied with what happens in school to support your child.
- ❖ In school, you are welcome to contact any member of staff regarding any queries or issues you may have. If your enquiries are specific to SEND, you can ask Mrs Booth (Headteacher), Mrs Needle (Deputy Head) or Mrs Hall (SENCO) They will follow up your concern and make sure your views are taken into account

## Where parents/carers can get extra support

- ❖ Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

## What to do if you are not satisfied with a decision or what is happening (for parents)

- ❖ Your first point of contact is always the person responsible – this may be the class teacher; the SENCO or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head teacher then ask for the school Governors representative.
- ❖ If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:
  - Complaints and Representations Officer
  - Freepost - RRGY-TJSR-GHGZ
  - PO Box 40
  - Level 8, Civic Centre
  - West Street
  - Oldham, OL1 1XJ
  - Tel: 0161 770 1129
  - [cypf.complaints@oldham.gov.uk](mailto:cypf.complaints@oldham.gov.uk)
- ❖ The [Parent Partnership Service](#) provides independent, individual information and advice for parents of children with special educational needs. Visit [http://www.oldham.gov.uk/pps/info/12/about\\_the\\_service](http://www.oldham.gov.uk/pps/info/12/about_the_service) for more information.

