

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

### **Before Starting school**

When pupils have been identified with SEND, before they start at Holy Family, we work with families and other professionals who already know them and use the information already available, to identify how their special educational need can be supported at our school.

### **Early Years**

If your child is starting our Early Years we will visit their nursery, pre-school, or home and attend any review meetings prior to the child starting our setting as well as working with your health visitor. We use this information to identify the support they may need and to try to ensure a smooth transition.

### **Concerns**

If you have any concerns or believe that your child may possibly have a Special Education Need or Disability we will support you and your child. We will meet with yourself and your child's class teacher and discuss your concerns. The SENCO has an 'open-door' policy and welcomes you, as a parent, to contact her to discuss your child and their SEND.

If our staff think that your child has an SEND you will be invited to a meeting with the SENDCO, yourself and the class teacher.

Following the meeting, we then try to find out as much information as possible about your child and how to help them. We do this through:

- Observing them in class and on the playground,
- Speaking to parents,
- 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 information will then be used to form part of our graduated response cycle to providing SEN support which follow four stages.



## **SEN Support**

Pupils will only be placed on the SEND register after a discussion with parents or carers. If your child is placed on the SEND register the following stages will take place.

### **How we involve pupils and their parents/carers in identifying SEND and planning to meet them**

We are a child and family centered school, so you will be involved in all decision making about your child's support.

## **One page profiles**

If your child is on the SEND register then they will have a one page profile. This will be shared with you during parent conferences and at the end of the school year with their report. Parents are encouraged to contribute to this.

A one page profile includes:

- What your child is good at.
- What your child may struggle with.
- What helps your child.
- 3 targets for the term.

## **Person Centre Reviews**

If your child is still struggling in class and they may need a referral to an outside agency for further support then we will hold a Person Centered Review (PCR).

This is a meeting where we discuss your child's targets and what more we can do to help them such as extra interventions.

If after 2 PCRs further support is required, the SENDCO will seek further assessment for the child from an outside agency.

### **If my child has SEND how will the school support my child**

## **Class teacher**

- If your child is struggling or not making progress, your child's class teacher will first make sure their learning is suited to them and will adapt
- Tasks or provide resources to support them.
- If there is still no progress they will seek advice from the school SENDCO to discuss if there is anything else they can do additionally.
- We will work with yourselves to set targets and write a one page profile.

- Staff will use strategies, resources or approaches to help your child make progress.

### **SENDCO (Mrs. Needle/ Mrs. Hall)**

- The SENDCO will support teachers to identify children with SEND and consider what else can be tried within the classroom.
- Once children are identified they work with class teachers, parents and outside agencies to help set appropriate targets and provision
- to help your child make progress.
- The SENDCO will complete referrals to professionals if at PCR meetings this has been agreed.
- The SENDCO will complete or support parents to complete submissions for EHCPs if a child needs meet the threshold.

### **Teaching Assistants**

- Our teaching assistants support pupils in the classroom.
- They also take children for small group or 1:1 interventions designed to help your child make greater progress.

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

- All teachers are responsible for the progress and development of **all** the children in their class.
- Teachers plan for all children and ensure that children with Special Educational Needs are catered for at their level.
- Teachers take into account the a child's specific needs and targets when planning and assessing.
- All our staff are trained to make adaptations to make their lessons and classrooms easier for pupils with SEND.
- Pupils are also supported through the use of additional resources or having an additional adult.

### **Support in Maths**

- School teaches a mastery approach to Maths which means all pupils, including SEND have opportunity to practice number skills before moving on to problem solving and reasoning.
- Pupils are supported in Maths through pre (before the lesson) and post (after) teaching of strategies.
- Concrete resources and visual cues are used to support pupils.
- Some SEND pupils may have small group or 1:1 interventions if this is one of their targets.

### **Support in English**

- We use ebooks from Little Wandle (our phonics scheme) to specifically target SEND pupils in key stage 2 along with those who are struggling to read.
- We use POPS books which were designed for children with Speech and Language needs.

- 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.

### **Communication**

- Adults use Makaton signing for those pupils who struggle to communicate along with visual aids.
- The Wellcomm intervention as well as ELKAN strategies are support pupils with language and communication difficulties.
- Adults work closely with the Oldham Communication Team who support with guidance for pupils who are waiting for speech and language appointments.
- Close links with Speech and Language Therapy also enables virtual sessions between child and therapist, when face to face appointments have not been possible. These sessions are also attended by teaching assistants so that work can be followed up in school.

### **Social and Emotional support**

- We support pupils with Social, Emotion, and Mental Health needs through a range of programmes run by trained staff who make up our Well-being Team.
- We have Messy Play Therapy, Emotional Literacy session (ELSA), Forest school and Time to Talk which all are used to support children who struggle to communicate their emotions.
- Children who struggle with emotional resilience take part in daily Meet & Greet sessions to ensure they are ready to start the day or afternoon session.

### **How children and young people with special educational needs can access the school**

- Holy Family have excellent safeguarding procedures embedded to ensure that all students, staff and visitors have a safe environment.
- The school has wheelchair access at the front of the school and disabled access toilets on site.
- All areas in school are wheel chair accessible.
- All classrooms are 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 programmes are used such as dictation tools for those with memory or writing difficulties.
- Different equipment is available to support needs in Physical Education such as different size or weight of balls, height and difficulty of equipment.
- Different fonts, overlays and larger print/worksheets and books are available when needed.
- 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 (SpLD) (including dyslexia / Dyscalcular);
- speech, language and communication needs (SLCN);
- emotional, mental health and well-being (EMHWPB)
- physical and sensory

All of our teaching staff are accountable for every member of their class.

All teachers ensure that through quality first teaching that work is adapted 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 the “Five a day” principle is used when planning and teaching.

This is research based, best practice for supporting SEND pupils.

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 against their targets and how these are shared with parents / carers**

### **Assessments**

- Wellcomm assessments are used to assess pupils communication in EYFS and KS1.
- Pupils entering EYFS will be baseline using the government baseline as well as schools baseline.
- Termly assessments are used for Reading, Maths and Writing across the school.
- PUMA (Maths) and PIRA (Reading) assessments are carried out each term across the school for years 1-6.
- For pupils who 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.

### **Monitoring**

- We consistently check that the teaching and provision provided is at least good in each class.
- SENDCO along with Senior leaders, monitors the progress of pupils every term (more often if progress is slow) and discuss what actions will be put in place to ensure pupils make good progress
- Through Person centered review meetings, interventions and provisions are planned collaboratively with parents, SENCO and Classteacher.
- These are then monitored and their effectiveness evaluated.
- Pupils who have Educational Health Care Plans will have an Annual Review, which is reported to the Local Authority.

### **What extra support we bring in to help us meet SEN**

- We receive support from specialists for accessing the curriculum and additional work to support SEND related needs:
- Speech and language therapists
- Hearing impairment team
- Visual impairment team
- Occupational Therapy (OT) for physical / sensory needs.
- Community Paediatricians –support with neurodevelopmental needs
- The local authority Communication Team, deliver staff training.
- Educational Psychologist and QEST, who support and advise us for a variety of learning issues.
- We work with Child Development Service such as Health Visitors
- We have regular training from medical professionals e.g. the diabetes nurse.
- We refer pupils to CAMHS and act on advice and support given.
- We work closely with Social Workers and Early Help workers for those families who access their services.

### **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 an afterschool club which any child can access.
- 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 Early Years, key workers and the SENDCO will attend a transition meeting at their Nursery or home to discuss SEND arrangements / needs.
- Parents also have the opportunity to meet the school SENDCO at the play and stay sessions.
- For children who join the school mid-way through the year, the SENDCO will liaise with the class teacher and SENDCO from their previous school to discuss SEND arrangements.
- When children move from one year group to the next, handover meetings are arranged where all SEND information is passed up to their new

teacher, to ensure that good practice is continued.

- For children who may struggle with change, transition arrangements begin in the Spring term, with a number of activities (including communication books) to help the children prepare for the changes and to discuss / relieve any anxieties this may cause.
- Extra transition visits are arranged during the Summer term for those pupils who have been identified.
- 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.
- Some other Secondary schools allow pre-visits to the school before the arranged 'Transition Days'. This is facilitated by the SENDCO and Year 6 at School after liaising with the Secondary SENDCO.

### **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.
- 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. Tunnicliffe (Headteacher), Mrs. Needle (Deputy Head and SENDCO). 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. <https://www.point-send.co.uk/>

### **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 SENDCO 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

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