

Holy Cross Catholic Primary School



Special Educational Needs Information Report

2019-2020

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/ or Disabilities (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible.

This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014. Broad Areas of SEND The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health Difficulties**
- 4. Sensory and/or Physical Needs**

1. Information about Holy Cross's policies for identification and assessment and provision for pupils with SEND.

We recognise that some of our children have a wider range of needs than others and these can be summarised into or more of the following categories:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

All of our pupils' needs are considered on an individual basis and, following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND. Information from a variety of agencies is also used to identify children with SEND including: family, health professionals and social care teams.

As a school, we have actively sought advice from many outside bodies. These include but are not limited to: the Educational Psychologist, LASCS (Local Autism and Social Communication Service) School Nurse, Family Support Workers, the Behaviour Improvement Team, Speech and Language Therapy Service. The advice we receive is then implemented in order to support the provision of children with SEND.

Pupils may be identified as having SEND if their development, in one or more of the four SEND categories, is:

- Noticeably different when compared to their peers who started from the same baseline.
- Significantly slower than their peers.
- Creating a gap between them and their peers.
- Requiring them to have additional support.

Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENDCo and specialist teachers/agencies. All pupils' progress is monitored and tracked. This happens through observations, formative and summative assessments, Individual Education plans (IEP's) and regular review meetings with parents/carers. This information is then used to identify whether further support is needed from the SENDCo and then outside agencies. In exceptional cases, children may receive an individual Education, Health and Care Plan.

Interventions are implemented and reviewed by teaching staff then monitored on a half-termly basis by the SENDCo to ensure they are allowing SEND children to progress.

Class teachers continuously assess all children's learning against national expectations and age-related expectations. Progress is tracked and information regarding children's progress is recorded. This informs whether extra support is required.

As a school, we track children's progress from Reception to Year 6 using

	<p>a range of formative and summative assessments including observations and standardised tests. Children who are not progressing with the rest of their cohort are identified. Teachers then discuss individual children with the SENDCo and next steps are put into place. This could include:</p> <ul style="list-style-type: none"> ➤ An Individual Education Plan ➤ Intervention groups ➤ Assessments from outside agencies ➤ Consultation with the local authority’s Educational Psychologist ➤ Request for Additional Funding ➤ Request for an Educational, Health and Care Plan
<p>2.The school’s approach to teaching pupils with SEND:</p> <p>> How adaptations are made to the curriculum and the learning environment of pupils with SEND.</p> <p>> Support that is available for improving the social, emotional and mental health of pupils with SEND.</p>	<p>English:</p> <ul style="list-style-type: none"> ➤ Small group support in class through guided reading/ writing ➤ Individual daily reading to teaching assistant/ class teacher ➤ Withdrawal into target groups for intervention programmes aimed at developing reading/ writing skills ➤ Delivery of a planned SpLD programme by a skilled teaching assistant <p>Mathematics:</p> <ul style="list-style-type: none"> ➤ Small group support in class through guided teaching ➤ Withdrawal in a small group for ‘catch-up’ or ‘basic skills’ Maths activities ➤ Withdrawal by teaching assistant (or class teacher) for 1:1 support ➤ Use of specialist Maths resources online (for reinforcement) ➤ Withdrawal into target groups for intervention programmes aimed at developing numeracy skills <p>Foundation subjects:</p> <ul style="list-style-type: none"> ➤ Small group-work within class (through guided teaching) ➤ Specialist equipment and software ➤ Withdrawal by a teaching assistant for 1:1 or small group support ➤ Weekly lessons with specialist Music and Spanish teachers. ➤ PSHE lessons <p>Social, Emotional and Mental Health:</p> <ul style="list-style-type: none"> ➤ All staff have received Attachment and Emotions Coaching training. This is used regularly within classes to support children’s social and emotional development ➤ Some children had access to private counselling. ➤ Some children were supported by the Pastoral Manager. ➤ Some children received counselling from external agencies e.g. Barnardos. ➤ Mental Health First Aiders have been trained to support those who need it ad lunchtime and after school sessions were available.
<p>The school’s approach to teaching pupils with</p>	<p>Class teachers are responsible for:</p>

<p>SEND:</p> <p>> Evaluating the effectiveness of the provision made for pupils with SEND.</p> <p>> Arrangements for assessing and reviewing pupils progress towards outcomes including opportunities available to work with parents and pupils as part of this assessment and review.</p>	<ul style="list-style-type: none"> ➤ Quality first teaching – to plan and deliver lessons that meet all needs in their class ➤ Overseeing planning and working with each child with SEND in their class - ensuring that progress is being made ➤ Regular conversations with their teaching assistants – assess the effectiveness of interventions that are in place ➤ Liaising with parents and carers about the provision for their child and documenting this. ➤ Creating and following Individual Education Plans and sharing these with parents and carers ➤ Ensuring classroom staff members are aware of provisions in place and children’s individual needs ➤ Supporting the planning and delivery of interventions ➤ Adults in their classroom are following the school’s SEND policy
<p>4. Contact Information</p> <p>Name of SENDCo:</p> <p>Name of SEND Governor:</p> <p>Contact information:</p>	<p>Miss K. Chauveau</p> <p>Miss K. Chauveau</p> <p>Contact number: 01744 678319</p>
<p>5. Information about the expertise and training of staff in relation to children with SEND.</p>	<p>Miss K. Chauveau – qualified teacher and Special Educational Needs Co-ordinator.</p> <p>All class teachers at Holy Cross Primary School have gained a teaching qualification at degree level. Our teaching assistants have all gained teaching assistant qualifications.</p> <p>Teachers and teaching assistants receive regular training. This academic year, relevant staff have been involved in the following training:</p> <ul style="list-style-type: none"> • All teachers and teaching assistants attended training in Attachment and Emotions Coaching with the Educational Psychologist. • All staff participated in Safeguarding training. • 2 staff had TEACCH training. • 1 member of staff attended sensory training. • 1 member of staff attended ASD enhanced training. • 1 member of staff attended Description of Need training. • Teaching assistants received updated Read Write Inc training.

	<ul style="list-style-type: none">• Consultations with LASCs, BIT, Occupational Therapy and the Speech and Language Therapy Service.
	<p>Specialist expertise for children requiring additional SEND support is secured through the SENDCo who uses local authority recognised agencies. The amount of input from these agencies can differ through the year depending on the needs of pupils.</p>

6. Information about how equipment and facilities support children with SEND.

When a pupil has been identified with SEND, their work will be differentiated by their class teacher to enable them to access the curriculum more easily. Teaching assistants will be allocated to work with a pupil on a 1:1 basis or with a small group.

The school follows a graduated approach. All children will receive Quality First Teaching. Some children will have an IEP (Individual Education Plan) with SMART targets. IEP's are written by a child's class teacher and details the child's needs, current attainment levels and SMART targets. Some IEP's will be supported by the SENDCo and may include relevant information from outside agencies. These are used to inform the planning and delivery of whole class and small group lessons (including interventions). Each child's IEP will be reviewed termly, and new SMART targets will be set. This will be monitored by class teachers and the SENDCo and will be shared with parents/carers.

For pupils with a medical condition, an Individual Health Care Plan (IHCP) may be written with SENDCo and parents/carers and medical professionals to guide staff on how to manage certain needs. Some children, with more complex needs, may have external agencies present to meet about their IHCP. If additional equipment is needed to support a child within school, this would be addressed at these meetings.

If a child's needs go beyond the school's expertise, advice will be sought from St. Helen's Local Authority. This may include additional funding or an Educational, Health and Care Plan (EHCP).

If a pupil obtains additional funding, they will continue to be educated at Holy Cross Primary School where appropriate. If an EHCP is given, St. Helen's Council would look at their facilities within the borough and decide (in consultation with parents) on the most appropriate school to support the child – this may be at Holy Cross Primary School or at a specialist school.

Details of Local Authority SEND services can be found here:

<https://www.sthelens.gov.uk/send/>

<p>7. The arrangements for consulting parents of children with SEND and involving such parents in the education of their child.</p>	<p>As a school, we offer regular opportunities for parents to come into school. In the academic year 2019-2020 these included:</p> <ul style="list-style-type: none"> ➤ Weekly Celebration Assemblies ➤ Coffee Mornings ➤ Termly Parents' Evenings ➤ Stay and Play sessions ➤ Learn and Share sessions <p>The school will signpost appropriate groups and organisations that are relevant to parents of SEND pupils e.g. ADD Advanced Solutions, IASS</p> <p>We will support families through formal and informal processes (FAM/CIN meetings) and meeting rooms are available for these.</p>
<p>8. The arrangements for consulting children with SEND and involving them in their education.</p>	<p>Pupils with SEND are prompted to comment on their IEP's, advise teaching staff on how best to support them and discuss their opinions of different interventions. All children are listened to and staff endeavour to respond to their needs.</p> <p>Where appropriate, child views are sought as part of the EHC assessment process.</p> <p>Child views are sought regularly by the SENDCo as part of the termly monitoring process.</p> <p>Children with SEND are encouraged to communicate their ideas to their class School Council Representative.</p>
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</p>	<p>Should you need to make a complaint about your child's provision, please contact the SENDCo via the school office.</p> <p>If the complaint is about the SENDCo, you can contact the Headteacher or governing body.</p> <p>01744 678319 Carol.Gillespie@stheles.org.uk</p> <p>If the complaint relates to a Local Authority decision, please contact the Local Authority https://www.sthelens.gov.uk/council/complaints/children-young-people-complaints/:</p>

<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and supporting the families of such pupils.</p>	<p>The relevant referrals are made through SENDCo, Pastoral Support Manager Safeguarding Team or Family Support Worker.</p>
<p>11. The contact details of support services for the parents of pupils with SEND, including those made in accordance with section 32.</p>	<p>IASS at St. Helen's Council. They will ensure that you are fully supported and guide you through the process.</p> <p>https://cyp.iassnetwork.org.uk/service/st-helens-iass/</p>
<p>12. The school's arrangements for supporting pupils with SEND in a transfer between phases of education.</p>	<p>New Starters: Before children start in Reception, the class teacher will set up meetings with previous settings to discuss the needs of individual pupils. In addition to this, the class teacher will also arrange for a meeting at the child's house with parents/carers. If a child is entering the school with complex needs, relevant training will be explored and risk assessments will be carried out.</p> <p>Transitioning Through Key Stages: At Holy Cross Primary School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. If a child has complex needs, the SENDCo may be present for the meeting.</p> <p>Transitioning to a New Setting: When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies. As a school, we have strong links with feeder high schools. This allows us to set up meetings to discuss all children who we feel may need additional support when they start secondary education.</p>
<p>13. information on where the local authority's local offer is published.</p>	<p>https://www.sthelens.gov.uk/send/</p>