



THE HOLY SPIRIT CATHOLIC PRIMARY SCHOOL

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The Diocese of Shrewsbury In Partnership with Halton Borough Council

SEN Information Report

May 2016

Assistant Head of School with responsibility for inclusion: Karen Howard

SEN Governor: Mr Kevin Bowen

Local Offer Contribution: www.holyspiritruncorn.co.uk

Holy Spirit Primary School is an inclusive, mainstream primary school offering places for children between the ages of 3 and 11.

Our vision

Together in the Spirit of love and forgiveness, our family learns to grow with hope and joy.

We seek to be a learning community that includes our pupils, staff, parents/carers and the wider community.

Whole School Approach:

High quality first teaching underpins everything that we do at Holy Spirit Catholic Primary. We review our provision on an annual basis and respond to the needs of every child at our school. Every member of staff has high expectations for all children. Quality first teaching and the application of a differentiated and personalised approach to teaching and learning underpins our curriculum. We make it a point to discuss aspirations with ALL our learners. All teachers are responsible for every child in their care, including those with special educational needs.

How do we identify special educational needs?

At Holy Spirit Catholic Primary we believe in early identification of special educational needs. Every child's attainment will be assessed on entry to school so that the foundations during the child's pre-school years can be built on. If a child has already been identified as having a

special educational need in their early years setting, then the class teacher and SENCO will use this information to inform planning and support (See SEN Policy).

Children may be identified by the following:

- A child who is working below age related expectations despite receiving quality first teaching and appropriate rigorous intervention.
- Concerns raised by a teacher and shared with the SENCO.
- Consultation between class teachers and the leadership team during pupil progress meetings.
- Following an assessment completed by a specialist outside agency for example, Education and Child Psychology Service.
- Parental requests for further assessment and investigation which leads to class teachers and the SENCO identifying a SEN.

What happens if a parent is concerned about their child's learning?

Holy Spirit Catholic Primary supports and encourages parents and carers to share their concerns about their child's development. Partnership plays a crucial role in enabling children with SEN to achieve their full potential. Parents and carers hold key information and have the knowledge and experience to contribute to the shared view of their child's needs. All parents and carers of children with SEN will be treated as equal partners and given support to play an active role in their child's education.

Who can I contact if I am concerned about my child's learning?

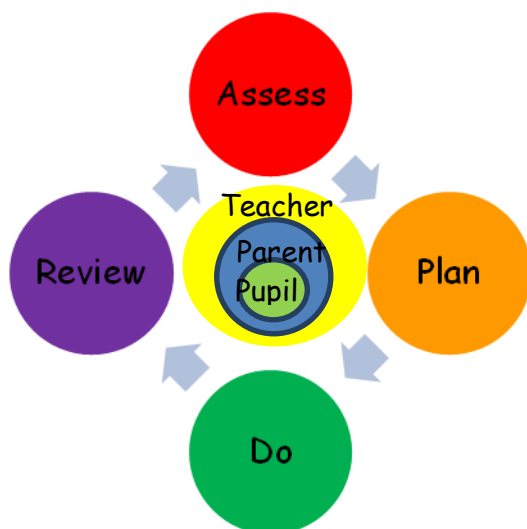
If a parent or carer has concerns then they should be discussed and logged with the child's class teacher in the first instance. If the difficulty persists then the class teacher will share this with the SENCO who may complete some further assessment and investigation of the child to see if there are any special educational needs which have not been assessed.

What is the criterion for SEN Support?

- A child makes little or no progress, even when teaching approaches are targeted at a child's identified area of weakness;
- Shows signs of difficulty in developing English or Mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties which have not been improved as a result of deploying the behaviour strategy and positive reward systems within the school.
- Has sensory or physical needs and continues to make little or no progress despite specialist resources.
- Has communication and/ or interaction difficulties and continues to make little or no progress academically and socially.

Parents and carers are expected to contribute to the assessment and decision to place a child on the school SEN list.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess:

This initial assessment described above will inform any SEN plan and will be updated on a regular basis. Teachers are expected to report on pupil progress on a termly basis. In addition to this, children with SEN may receive additional assessments around their area of need informally during intervention sessions on a more regular basis.

Plan:

When a child is placed on the SEN list, an SEN support plan which details adjustments to teaching and learning, what is additional to or different from that usually provided for children at our school. This plan will also provide short term outcomes that we expect the child to achieve as a result of the provision. This plan will be person centred and it is our expectation that it will be written by the class teacher in consultation with the supporting teaching assistant (if applicable) together with parents and carers and the child. The SENCO may also be involved in this process. In addition to this, teacher planning will also detail adjustments to teaching and learning that is tailored and differentiated to meet the needs of every pupil.

Do:

Class teachers maintain responsibility for every child in their class. Class teachers have high expectations for every child including those with SEN. As part of their SEN provision it may be that a child needs to receive additional support or intervention which is not normally offered to all children. In this instance, details of any intervention or specialist provision provided outside of the main classroom teaching will be provided for the class teacher and opportunities made for specialist teachers and teaching assistants to share this information with the class teacher. It is the expectation that the same or similar strategies are deployed in their mainstream class teaching so that techniques become familiar for children.

Any teacher or teaching assistant working with a child on SEN support will be aware of advice and strategies provided by professionals so that they can be deployed consistently.

Review:

SEN Support Plans will be updated on a termly basis (at least). Children, parents and carers, class teachers, SENCO and any support staff working with the child will be expected to contribute to this. The review will detail the progress that the child has made in securing good outcomes and any changes or adjustments to provision that needs to be made. At this review meeting, new outcomes will be devised for the child. The child's continued placement as SEN Support will also be discussed and whether they continue to require the additional and different provision.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

What sort of provision will my child receive?

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Provision: All children in the reception class are observed and monitored closely regarding their speech and language skills. These observations help to inform any necessary referrals to the speech and language therapy service. Appropriate interventions are then planned in as part of whole class teaching and for individual and small group support. Children who have been assessed by the speech and language therapy service will have a care plan and will receive regular, designated time with the teaching assistant.

The use of Makaton signing may be used as a communication tool to support children in understanding what is asked of them and to help children to communicate with their peers and other adults.

For individual children, we may provide visual supports to aid their communication and understanding skills, for example, access to a visual timetable and communication fans.

2. Cognition and learning

Provision: School operate a whole school approach to developing early reading skills We use the Letters and Sounds programme to give them the phonics skills they need to develop literacy skills.

Holy Spirit Catholic Primary may also deliver intervention programmes in both English and Maths aimed at narrowing the gaps with their peers. These interventions are bespoke to the individual needs of the child and are reviewed regularly.

We also take on board advice and implement strategies by any specialists who may have seen or assessed a child with a cognition and learning need. The school may also apply for a block of specialist teaching for children with SEN from the SEN Service within the Local Authority.

3. Social, emotional and mental health

The school has a clear behaviour policy and strategy of rewards and sanctions which sets out expectations for positive behaviour management (See Behaviour Policy). In addition to this, we use ABC behaviour forms to help track triggers for children who may have a social, emotional or mental health need.

The school has a Nurture Group which uses the Boxall Profile to assess and subsequently track improvements in social and emotional development and provide suitable interventions for them. This will be included in the child's SEN support plan and shared with parents.

The school will also seek the advice and recommendations from the Attendance and Behaviour Service and Positive Behaviour Support Team to provide further individual advice and support. The school will also refer a child to CAMHS if it is necessary to meet the needs of a child with social, emotional and mental health needs.

4. Sensory and/or physical needs

The school follows the advice and recommendations from external agencies and ensures that strategies are acted upon by any adult working with the child. Holy Spirit Catholic Primary School Primary will refer a child to Woodview CDC if there are any concerns about their sensory needs or physical development. We also seek specialist advice from the specialist teachers from within the local authority to ensure that necessary adaptations have been made. Any care plan activities provided by the Occupational Therapy Service are implemented as necessary.

We also use checklists to measure the impact of sensory distractions for children who may struggle in this area. Steps could be put in place to minimise sensory distractions and ensure that a child is not overloaded. It also provides an opportunity to measure the impact of any intervention we put in place.

How many children are currently accessing SEN provision in the school?

As of May 2016, we have 24 children who have SEN Support and a number of children who are receiving additional support or assessment around their needs. 4 children are in receipt

of enhanced provision funding from the Local Authority and we currently have no children with an Education Health Care Plan or a Statement.

We have internal processes for monitoring quality of provision and assessment of need. These include: auditing provision on a yearly basis, an SEN Action Plan that is updated and reviewed on a yearly basis, observation of staff and feedback, minimum twice yearly updates with SEN governor.

What support is there for behaviour, avoiding exclusion and increasing attendance?

Holy Spirit Catholic Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff. We take every opportunity to include pupils socially during break and lunch and provide a staggered lunchtime so that children of all ages can mix and socialise during their break. All children in school have access to a PSHCE curriculum to support their personal, social and emotional wellbeing.

We have a school Nurture group which supports children to to develop social and emotional skills.

We aim to encourage participation and attendance at school. We have bought in an Education Welfare Officer to help support us to promote attendance. Good attendance is celebrated in assemblies .The school together with the Education Welfare Officer will help to support families where attendance falls below 93%. This may involve signposting families to relevant agencies and providing targets to help get attendance back on track.

If a child is at risk of exclusion a Pastoral Support Plan (PSP) may be written with parents/carers and children to help identify issues and ensure that they have access to adequate support.

How does the school support children to contribute to all parts of school life?

We aim for all children to be included on school trips and residential stays. We will work with parents to ensure that any necessary adaptations have been made and ensure that trips are successful.

A risk assessment is carried out beforehand to ensure that everyone's health and safety will not be compromised. In the unlikely event that an activity is unsafe for a child to take part for whatever reason, an alternative activity, which will cover the same curriculum area will be provided in school.

How accessible is the school environment?

The school has an Accessibility Plan which details how we aim to make our building more accessible for children and visitors with physical disabilities. The school is on one floor. There is wheelchair access and a disabled toilet.

Supporting children who are looked after

When a child is looked after by the local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carers and the social worker annually. The school may apply for additional pupil premium funding to ensure that they receive the right support necessary. In addition, we attend and contribute to an annual looked after review.

The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after by the local authority. The progress of all vulnerable groups will be discussed at termly pupil progress meetings with the Head.

Consulting with children, young people and their parents

What contact and involvement can I expect from school?

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEN support plan review	Parents and carers of children who are SEN support, child, class teacher, teaching assistant & SENCO may be involved.	Three times a year* please note that some of these reviews may coincide with termly parents evenings but a longer appointment will be provided to allow for a full discussion if needed.
Enhanced provision review	Parents and carers of children who are in receipt of enhanced provision. Child. Class teacher & teaching assistant. SENCO may be involved.	Once a year
Parents evenings	Parents and carers of all children. Child. Class teacher	Three times a year
Celebration assembly	Any parent. Child. Class teacher.	Weekly

Holy Spirit Catholic Primary is committed to promoting and developing parental engagement and independent advocacy for parents. This includes making parents aware of support

services that are available through the Local Offer and helping parents to access SEND Partnership.

How will my child contribute their views?

Children have a unique insight into their strengths and difficulties. They will be encouraged to contribute to the assessment of their needs, review of their provision and planning any future changes. Person centred planning approaches are central to the school's ethos for supporting children with SEN to achieve good outcomes.

Holy Spirit Catholic Primary actively seeks the views of all of its children. We have an active school council and this contains representatives from across the school from Year 1 upwards. Children are elected by their peers and any child is able to seek nomination and election to the school council.

Staff development

We are committed to developing the ongoing expertise of our staff. We have the following current expertise in our school:

Staff	Area of expertise	Level Awareness (1 off course) Enhanced(Course series) Specialist(qualification)
K Howard	SENCO SPLD ASD	Enhanced Awareness
J McSorley (HLTA)	Nurture Group SPLD Sensory ASD	Specialist Enhanced Awareness Awareness
J Hulme	Speech, language and communication needs. Social Stories Nurture Group	Enhanced Awareness Specialist
A Charmer	Play therapy Sensory ASD Nurture	Enhanced Awareness Awareness Enhanced
A Mulligan	ASD	Awareness
L Wright	ASD	Elkan Cert Pecs

		Communication
C Grindley	ASD	Awareness
All teachers & TA`s,	Nurturing School, ASD Team Teach Certification	Awareness
Middays & Govs.	Nurture School	Awareness

In addition to this, this year, we have put in additional training into Quality First Teaching strategies to support children in English, writing person centred SEN support plans and changes to the SEN Code of Practice.

Holy Spirit Catholic Primary is committed to raising staff expertise in the area of SEN and disability and seeks to provide a comprehensive training programme for all staff so that they are equipped to meet the needs of all children they teach.

Staff deployment

How is the decision made about the amount of support my child will receive?

The SENCO oversees progress of any child requiring additional support at our school. The Head in consultation with the SENCO will deploy support staff where they are needed in order to support children with SEN. Support is allocated based on need and is aimed at securing good outcomes for SEN children and narrowing the gaps with their peers.

Considerable thought, planning and preparations goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

How are staff deployed to meet my child's needs?

We have 1 child in reception, 1 child in year 4 and 1 child in year 6 with enhanced provision. They are allocated funding to support them by the Local Authority and this is reviewed annually. Teaching assistants are deployed to support them in line with the Local Authority allocated support hours. In addition to this, children in reception, Year 1 and Year 2 are supported by an additional teaching assistant who is deployed to support small groups and ensure that all children can access the curriculum.

Holy Spirit Primary is developing a specialist model where some of the teaching assistants/HLTA develop their own area of expertise to support children with particular areas of need i.e SLCN & Social and emotional needs. These teaching assistants provide 1:1 and small group teaching support for children with SEN.

School Partnerships and Transitions

Our SENCO also works with a small cluster of schools sharing good practise.

This year, we worked with our feeder partner to welcome 2 children with special educational needs/disabilities, we supported 1 child in transition to the next phase in education and we welcomed another child from a neighbouring school.

Our approach involves: providing additional visits for all of the above children if deemed helpful for that individual. On transition from us to another school we ensure that the receiving school has all of the information they require to support the child in their new setting. In these circumstances we invite professionals to come and discuss the child and meet them in their current setting if they wish to.

We welcome opportunities to attend events hosted by other schools which enhance the curriculum for our children with SEN i.e P.E events/competitions.

We work closely with outside agencies and the Local Authority to ensure a coordinated approach in supporting children at the school. We aim to refer a child to services early. We work closely with health and education services including: Education and Child Psychology Service, Local Authority Specialist Teachers, Speech and Language Therapy Service, Woodview Child Development Centre, Paediatrics, Occupation and Physiotherapy Service, Attendance and Behaviour Service, IWST and Social Care to ensure a coordinated and multi-agency approach to supporting children with SEN and additional needs.

Complaints

Our complaints procedure is outlined in our policy. For specific complaints related to SEN and disability, please see our SEN Policy.

This academic year we have had no complaints which have necessitated the complaints procedure to be implemented.

Local Offer

Where can I find other avenues of advice and support?

The Local Offer provides information about education, health and care services in Halton. All information is held in one place and is designed to be clear, comprehensive and accessible.

<http://localoffer.haltonchildrenstrust.co.uk/>

Challenges this year

Challenges for our school have included:

- Ensuring that our staff are skilled and equipped to meet a range of needs within their classroom.
- Securing good outcomes and progress for all children including those with SEN.
- Developing child and parent/carer views and participation.

We intend to address this through:

- Regular whole school continuous professional development around quality first teaching strategies for children with SEN.
- Provide coaching opportunities and individual training opportunities for staff based on quality first teaching strategies that they wish to develop to meet the needs of every pupil in their class.
- Development of our provision mapping so that any intervention has a clear entry and exit criteria and progress can be easily assessed.
- Regular SEN inclusion group meetings with SEN governor and parental representatives.
- Increase the frequency of parental/carer contact in relation to SEN support plans.

- Development of child voice through the SEN support plans and individual profiles.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Developing staff confidence and expertise in fulfilling the requirements as set out in the SEND Code of Practice, 2014
- Develop of early help, support and multi-agency working through expanding the Common Assessment Framework (CAF) approach to families within the school
- Provide drop-in opportunities with the SENCO to discuss any concerns a parent may have about their child's needs
- Dedicated SEN action plan to provide a timescale and clear objectives linked to the overall school development plan.

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy, 2015
- Equality information and objectives?
- Accessibility Plan
- Complaints Procedure
- Teaching & Learning Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- SEN Code of Practice, 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: June 2016