

This page is part of the Local Offer for Halton. Under the children and families bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

General School Details:			
School Name:	The Holy Spirit R.C Primary School		
School website address:	www.holyspirituncorn.co.uk		
Type of school:	Primary		
Description of school:	A small school in an area of high social deprivation which was graded as good by Ofsted. It is seen as the treasured heart of the local community.		
Number on roll:	107		
% of children at the school with SEND:	31%		
Date of last Ofsted:	July 2013		
Awards that the school holds:	Healthy schools Award Marjorie Boxall quality mark Nurture Group Gold sing up award Active mark Arts mark Enquiry School		
Accessibility information about the school:	The school has full disability access. There are ramps both at the front and back of school, it is all on one floor. Doors are all double. There is a disabled toilet.		
Documentation available:	Are the following documents available on the schools website?	SEN policy	✓
		Safeguarding Policy	✓
		Behaviour Policy	✓
		Equality & Diversity	
		Pupil Premium Information	✓
		Complaints Procedure	
Range of Provision and inclusion information:			
How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> • When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting. • If you tell us you think your child has SEN we will discuss this with you and either investigate or refer you to the relevant professionals. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to be making the same level of progress as other children of their age we will undertake assessment in school or use other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. 		

	<ul style="list-style-type: none"> • We are child and family centred so we will expect you to be involved in all decision making about your child's support. • When we assess SEN we discuss if understanding and behaviour are the same at school and at home; we take this into account and work in partnership with you so that we are all helping your child in the same way. • We will write an individual support plan (ISP) with pupils and parents/carers. • We use homework to repeat and practise activities that are new and present an achievable challenge.
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together.	<ul style="list-style-type: none"> • We have access to support from specialist teachers (external/local authority services) to provide additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. To enable individuals to access the curriculum. • We get support from local special schools who provide outreach. • We can get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We get support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe they need a period of therapy. • We will hold multiprofessional meetings with parents and the pupil where necessary to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils achievement, agree how we will work together and what we each will do, agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability.
How we provide access to a supportive environment; ICT facilities / equipment/resources/facilities etc.	<ul style="list-style-type: none"> • Specialist equipment to support the curriculum. • Individual work spaces. • Access to ICT resources such as laptop, visualiser, easi speak • Prompt and reminder cards for organisation, visual, timetables. • Symbols and visual prompts.
What strategies / programmes /resources are available to support speech & language and communication including social skills?	<ul style="list-style-type: none"> • Intervention from speech and language therapist. Delivery of personal speech and language programme. Support from HLTA/TA for small group or individual work. • Support from classroom assistant and teacher within class. • Range of language resources and programme materials. • Opportunity to attend school Nurture group.
Strategies to support the development of literacy (reading / writing)	<ul style="list-style-type: none"> • Small group support in class for guided reading/writing. • Individual daily reading with teaching assistant/teacher/volunteers. • Withdrawal into target groups aimed at developing reading/writing skills. • Delivery of a planned SpLD programme by a skilled teaching assistant. • Use of specialist Literacy resources online for reinforcement.
Strategies to support the development of numeracy	<ul style="list-style-type: none"> • Small group support in class through guided teaching. • Withdrawal in a small group for 'catch up' maths activities. • Using specific programmes such as Numicon. • Withdrawal by teaching assistant for 1:1 support. • Use of specialist maths resources online for reinforcement.
How we adapt the curriculum and	<ul style="list-style-type: none"> • Personalised and differentiated curriculum.

<p>modify teaching approaches to meet SEN and facilitate access.</p>	<ul style="list-style-type: none"> • Small group support in class from classroom assistant or teacher. • 1:1 support in the classroom from a HLTA/TA to facilitate access through support or modified resources. • Specialist equipment. • Individual support plan (ISP) - educational, behaviour, pastoral. • Time spent in a year group more appropriate to the needs of the child. • School/year group provision mapping. • Strategies put into place as provided by professionals / specialist services / outreach.
<p>How we assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents / carers). What we do when provision or interventions need to be extended or increased.</p>	<ul style="list-style-type: none"> • Observation & photographic evidence. • Target setting/Individual support plan (ISP) targets and review • Individual provision map. • Individual pastoral support plans. • CAF. • Assessments by HLTA/TA i.e. Boxall profile or basic skills. • External professionals undertaking assessment. • Regular review of targets with child / parents.
<p>Strategies / support to develop independent learning</p>	<ul style="list-style-type: none"> • Use of individual timetables and checklists. • 'Chunking' of activities. • Individual success criteria. • Visual prompts. • 'PSHCE' / personal development targets. • Interactive display of target progress.
<p>Support/supervision at unstructured times of the day including personal care arrangements</p>	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes. • Individual pastoral support plans which specify break and lunchtime provision. • Playtime buddy system. • Auxiliary staff employed responsible for personal care for named pupils.
<p>Extended school provision available; before and after school, holidays etc</p>	<ul style="list-style-type: none"> • We offer a range of lunchtime and after school activity / sports clubs for pupils of different ages.
<p>Strategies used to reduce anxiety, promote emotional wellbeing and develop self esteem including mentoring.</p>	<ul style="list-style-type: none"> • Planned support from teaching assistant. • Parental contact daily through home-school book. • Regular Parental contact. • Referral to CAMHS. • Nurture group in place. • Individual pastoral support plan. • Buddy system. • Named person identified. • Catholic children`s society - Family Support Worker
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Use of the schools behaviour policy. • Individual support plans in place for behaviour. • Nurture group. • Daily behaviour record/chart. • Time-out support. • Reward system. • Support and intervention from outreach behaviour specialist. • Individual pastoral support plan. • Strategies in place for unstructured times of the day e.g. alternative location for break time. • Referral to PBS (Positive Behaviour Support Team).

	<ul style="list-style-type: none"> • Named person identified.
How we support pupils in their transition into our school and when they leave us.	<ul style="list-style-type: none"> • Meetings with parents, children & staff of new setting. • Transition plans for individual children. • Risk assessments completed. • Close links with Halton transition lead. • Work with parent partnership. • Social stories, and visual prompts for pupils. • Pen portraits to pass on to next setting. • Work through PSHCE on managing and preparing for change. • Programme of visits. • Longer term links with secondary schools to increase familiarity.
Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Intervention from physiotherapy / occupational therapy team. • Assessment and individual programmes. • Specialist resources. • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required. • Care plan. • Staff training for managing particular medical needs.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • If appropriate each child has an identified named person who they meet with and know who to go to if they require support /advice. • For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy we work in conjunction with Halton Family Learning team to deliver these. • Throughout the year we aim to hold sessions where parents are invited into classes to partake in their child`s learning. • We also aim to hold sessions where parents are invited into Nurture Group to partake in their child`s learning and also to get together with other parents. • Joint clubs (parent/child - sports club). • We hold weekly good news Assemblies in school to which all parent/carers are invited. • The school will signpost appropriate groups and organisations to you which are relevant for your families needs. • The school works closely with the local authorities IWST team and will support families through a CAF. • Parent`s forum.
How additional funding for SEN is used within the school for individual pupils.	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils needs through this (including additional support and equipment) The local authority may contribute if the cost of meeting an individuals needs is more than £10,000 per year. • If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. (EHCP).
Examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> • Additional staffing
SENCO name / contact	SEND team - Karen Howard or Joanne McSorley
Headteacher name / contact	Christine Smith *As of 1/9/14 John McDonald
Completed by:	Karen Howard & Joanne McSorley
Date:	1/7/14

