

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

SEN Information Report

March 2017

1. What kinds of special educational needs does the school provide for?

We support children with different types of special educational needs. We recognise that children may not have a special educational need for all of their time in school, but we aim to provide the right type of support at the right time. Special educational needs may be:

- physical needs,
- speech, language and communication needs
- learning needs
- social, emotional and mental health needs

2. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

We get to know children and their families as well as we can when they enter the early years. This is a good opportunity for parents' knowledge and understanding of their children to be shared comfortably with the Nursery or Reception staff. We use assessments in school to give a starting point from which we can evaluate progress. A child may need extra help if they are not making the progress we would anticipate.

3. How will you know if your provision for my child is effective?

How will both you and I know how my child is doing and how will you help me to support my child's learning?

How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

How is the decision made about the type and how much support my child will receive?

What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

How will my child be included in activities outside the school classroom including school trips?

What support will there be for my child's overall well-being?

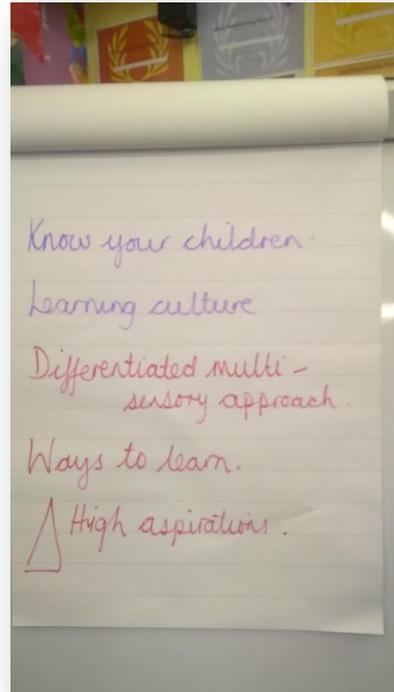
Our Quality First Teaching Commitment for Every Child!

How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

(SEN Information Report; section 3)

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1. We aim to know and understand the individual needs of every child as well as we can. We work with parents, carers and wider family to gain a deeper understanding of the needs of children with special educational needs.
 2. We generate a classroom culture where children are comfortable to share their learning. We strive to make them confident to make mistakes and learn from them in a positive atmosphere. We strive to nurture positive attitudes among children about individual differences, disability and special educational needs.
 3. We ensure that every child can access the classroom learning through multi-sensory techniques that allow children to work to their learning strengths.
 4. We explore with children different ways of learning, making them more aware of the how they learn.
 5. We have high aspirations and expectations of all learners. We expect children with special educational needs to make good or better progress.



Where there is a gap between the attainment of children with SEN and their peers, we strive to help the child to close that gap and advance their progress.

This commitment is part of our focus for monitoring and school improvement. We seek the views of parents and pupils on the impact and outcomes of this.

We use an ASSESS-PLAN-DO-REVIEW cycle to continually monitor the effectiveness of our provision. We map out the provision on a termly basis. We use Individual Education Plans to show what the child can do and what their next steps, or targets, need to be. We show the types of provision and strategies that may help the child achieve these targets. These are reviewed and evaluated each term and shared with parents. We may use interventions with small groups or individuals to help children to increase their progress where they may have had difficulty. Some of these interventions include:

- Toe by Toe
- Word Wasp
- Fast Forward Grammar
- Springboard Maths
- Read Write Inc. Fresh Start
- Follow-up curriculum support

We evaluate the progress of each child termly, to decide if progress is good enough, if the intervention was successful and what our next steps should be.

We have a learning mentor, who provides social and emotional support where children require it.

Termly meetings and other regular meetings between parents and teachers help parents to know how they might support their child at home.

4. Who is the Special Educational Needs Co-ordinator and how can we contact them?

Mrs. Janet Westray is the Special Educational Needs Co-ordinator (SENCO). She can be contacted by telephone on: 01772 727471

**5. What specialist services and expertise are available at or accessed by the school?
What training have the staff supporting SEND had or what training are they having?**

We use Acorn Psychology for some of our educational psychology support.
We use Child Action Northwest, who provide play therapy weekly. They work mainly with children, but also support parents.
We access speech and language therapy services and the school nurse through the NHS.
We are accessing SENCO support through Zena Martin Educational Consultancy.

Two members of staff are attending autism training in the spring term 2017. Two members of staff are accessing SEN training for newly qualified teachers. The SENCO attends regular SENCO cluster meetings to keep up-to-date with legislation, policy and best practice. Mrs. Westray obtained the National SENCO Award in 2014, and has been a SENCO for three years.

6. How accessible is the school both indoors and outdoors?

The school is built on one level, without stairs. There is a ramp up to the main entrance.

7. How does the school involve parents and carers and consult with them about their child's education?

We hold meetings with parents to discuss progress. Teachers go out with children at the end of the day, giving an opportunity for parents to communicate easily with their child's teacher. Sometimes, we may ask parents to attend further meetings to co-ordinate support for the child or family. These meetings may involve other professionals also.

8. How does the school involve and consult the children about their education?

We have a Pupil Council, where children discuss their classes and the needs of the school. They may put proposals forward to staff where they think changes might be made. Whenever possible, teachers talk with children about what they would like to learn about, adapting the curriculum to accommodate their interests.

9. What are the arrangements relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

If you have any concerns about the provision made at school, please contact Mrs S Dixon, Chair of Governors via the school office.

10. How are other bodies, including health and social services bodies, local authority support services and voluntary organisations, involved in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

External agencies are involved according to need. Parents are consulted and involved prior to the involvement of external agencies for pupils with special educational needs. There are occasions when parents might be advised to engage in a Common Assessment Framework (CAF)

to bring together all the information regarding a pupil into one form that is understood by all external agencies. Parents are always fully involved in this process.

11. What are the important contact details for me for relevant support services?

Lancashire Local Offer <http://www.lancashire.gov.uk/send>

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

**Independent Supporters (for support with transfers from Statements to EHCP)
SEN Direct**

Barnardo's http://www.barnardos.org.uk/what_we_do/our_work/independent-support

Email: Independent.Suupporters@barnardos.org.uk

Tel: 01772 628470

12. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

We get to know children and their families as well as we can when they enter the early years. This is a good opportunity for parents' knowledge and understanding of their children to be shared comfortably with the Nursery or Reception staff.

We arrange further meetings between parents and the child with high school SENCOS. Year 6 staff meet with Year 7 form tutors to discuss specific needs. Children with SEN are provided with the opportunity for additional visits to their receiving high school. This can help with timetabling, finding their way round school and finding familiar faces.

We get in touch with the previous school to discuss a child's needs, where they join Holy Family after the Reception year.

13. Where can I find the Local Authority's Local Offer for SEND?

<http://www.lancashire.gov.uk/send>
