

## **Holy Family Catholic Primary School SEND Report**

### **What is the Local Offer?**

The Local Offer is the SEND provision for children and young people. It sets out the information and services available to support disabled children and children with SEND and their families.

The information will set out what is available at Holy Family Catholic Primary School to help children with SEND as well as options available to support families who need additional help to care for their child.

### **How does the School know if children/young people need extra help?**

At Holy Family Catholic Primary School we try to identify children with SEND at the earliest stage by:

- Teacher observation and assessment
- Our day to day knowledge of the child
- Expression of concern (from a variety of sources including parents, staff, children, outside agencies)
- Information from parents
- Foundation Stage Profiles
- Links with Health Service (School Nurse, Health Visitors)
- Fischer Family Trust materials
- Teacher assessments
- Performance against National Curriculum age related expectations
- Performance against National Curriculum end of Key Stage expectations
- Standardised screening and assessment tools
- Information from other schools
- Boxhall profiles

More often than not a need will be recognised by the class teacher. These needs will be discussed with the SENDCO (Special Educational Needs Co-ordinator)

### **What should I do if I think my child/young person may have special educational needs?**

If you think that your child may have special education needs, you should make your concerns known to their class teacher. They will then discuss your child's needs with the SENDCO so that strategies can be put in place to support your child.

### **How will school staff support my child/young person?**

Once a child has been identified and placed on the SEND register, procedure, as set out in the Code of Practice 2014, is carefully followed. All registered children have access to the National Curriculum along with their peers, working at an appropriate level.

- Each child's education will be planned by the class teacher. It will be differentiated according to suit the child's individual needs. This may include additional general support by the teacher or teaching assistants in class.
- If a child has needs related to more specific areas of their education, they will receive focused support as part of an intervention group. The interventions will be reviewed regularly throughout the year by all involved in order to inform future planning.
- Occasionally a child may need more specialist support from an outside agency. Referral forms are completed in conjunction with parents/carers and submitted to the most appropriate agency. The child will be assessed and any recommended programmes of support will be followed up by school.
- The Designated Child Protection Officer – Mrs K Mitty will be responsible for monitoring safeguarding arrangements.

### **How will the curriculum be match to my child's needs?**

- Every child will have their work differentiated by the class teacher enabling them to access the curriculum at an appropriate level for their learning.
- If a child has been identified with SEND, a member of staff may be allocated to work with the child on a 1:1 basis or in a small focus group to target their specific needs.
- Where required, specialist equipment will be identified to support the children e.g. pen/pencil grips, specific software, the purchase of specific speech and language programmes.

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

Formal and informal assessments are carried out throughout the year to monitor progress. Parents are invited to contribute to IEP's and annual reviews. IEP's are reviewed at least termly and more frequently for children with greater needs. Regular monitoring and review of provision takes place on a termly basis and IEP's and provision maps are reviewed, developed and monitored to take account of pupil's progress.

Opportunities are available throughout the year for parents to attend parent's evenings. They can also arrange to see teachers by appointment.

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

Every member of staff is committed to ensuring the well-being of all children. Holy Family Catholic Primary School offers a wide variety of pastoral support for children who are encountering emotional/social difficulties. These include:

- Nurture sessions
- Support from the Pastoral Manager
- Specific interventions and communication groups such as Talking Partners, Talking Tables.

Where required referrals will be made to specialist outside agencies such as the Educational Psychology Service, Speech and Language, or Child and Adolescent Mental Health Service (CAMHS).

## **Children with medical needs**

If a child has a significant medical need a detailed Health Care Plan will be compiled with you and an appropriate member of staff. Where necessary this will be supported by an external healthcare professional.

- Health care plans are shared with all staff and are regularly reviewed.
- First Aid training is regularly updated.
- Specific healthcare training will be delivered by a healthcare professional to meet particular needs e.g. Epilepsy, Asthma.

Our Intimate Care Policy also supports our children's health and well-being.

## **What specialist services and expertise are available or accessed by the school?**

The school Link Teacher visit school regularly. Their role is to carry out assessments with children on the SEND register who have not made sufficient progress through the support they have already been given. They will provide support and advice on the most appropriate action and provision to take.

The Educational Psychologist visits the school. Their role is to assess children applying for Educational Health Care Plans and to offer advice and support about all matters of SEND.

Both the Link Teacher and the Educational Psychologist are involved in our planning meetings which take place twice a year. These meetings help determine the level of SEND support required and any action needed.

Other agencies include

- TESS (Targeted Educational Support Service)
- Sensory Services (service for visually and or hearing impaired)
- EMAS (Ethnic Minority Achievement Service)
- CAMHS (Child and Adolescent Mental Health Service)
- Gateway (Family Support)
- Social Care
- Virtual Schools Team (Support for Looked After Children)
- Outreach Support
- Speech and Language Therapy
- Occupational Therapy
- School Nurse

## **What training are the staff supporting children with SEND having?**

When the needs of the individual children are known training will be given to ensure the staff have the necessary skills to support the children. This training could be around

- Speech and Language provision
- Boxhall Profile
- Behaviour management
- Team Teach
- Supporting children with numeracy
- Maths Recovery
- Outreach Team
- ELKLAN

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

Activities and school trips are accessible to all.

Risk assessments are carried out and procedures are put in place to enable all the children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during this activity in addition to the usual school staff.

## **How accessible is the school environment?**

Our school environment is accessible and provision would be made for wheelchair use. Each need would be assessed and provision put in place.

## **How will the school prepare and support my child to join the school, transfer to a new school for the next stage of education and life?**

At Holy Family Catholic Primary School we understand what a difficult time it can be joining or moving schools. We have many strategies in place to enable the child's transition to be as smooth as possible. These include:

- Meetings between previous or receiving nurseries/pre-schools, schools prior to the child joining/leaving
- Meet and Greet sessions for Nursery and Reception children
- High School transition programme
- Additional High School visits for children who need extra time in their new school
- Information sharing between new schools
- Transition Clubs through the Gateway Team
- Individual transition programmes for children with significant needs

## **How are resources allocated and matched to children's special educational needs and disabilities?**

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

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

It is recognised that the majority of pupils who have SEND can be met effectively under the school-based strategies. We aim to identify any needs as soon as possible and the SEND Code of Practice 2014 is followed. The decision around support needed will be made by a variety of people depending on the need of the child. The Class Teacher, SENCO, Parents and outside agencies will be involved as and when necessary.

Support is allocated according to a child's individual needs based on a range of evidence including observations, teacher assessments and recommendations from outside agencies.

It can include:

- Additional sessions within school

- Intervention groups
- 1:1 Support
- Communication Groups
- Nurture
- Precision teaching
- Behaviour support
- Outreach support
- Support from other external agencies

### **How are parents involved in the school? How can I be involved?**

We encourage open, positive and regular contact with parents to share information, advice and practical help. The experience, knowledge and views of parents are invaluable in helping us to meet a pupil's needs. Parents are invited to contribute to IEP's and annual reviews and to meet class teachers at Parents Evenings. The SENCO and teaching staff are happy to arrange meetings with parents at more frequent intervals when there is need. If you have any concerns please call school to arrange a meeting.

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs please contact your child's class teacher in the first instance.

### **The following website may contain useful information**

**<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>**