

Holy Rosary Catholic Voluntary Academy

Special Educational Needs School
Information Report 2020-2021

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Special Educational Needs School Information Report

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WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

Children may have a disability or a special educational need if they have a need that calls for additional provision to be made for them.

Children have an additional need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability or condition that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.
- Attainment falls significantly outside of the expected range.

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WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

Children must not be regarded as having an additional need solely because the language of their home is different from the language in which they will be taught.

The school will have regard to the Special Educational Needs and Disability Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs and ensure parents are notified of a decision by the school that SEND (Special Educational Needs and Disability) provision is being made for their child. At all times, the school will endeavour to educate children with SEND, to the best of its ability. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential.

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WHAT IS THE SCHOOL'S APPROACH TO SEND?

We know when pupils need extra help if:

- Concerns are raised by parents/carers, teachers or the pupil's previous school.
- Tracking of attainment outcomes indicate a lack of progress.
- A pupil asks for help.
- Pupil observation indicates that they have additional needs in one of the four areas:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

In the past 12 months, pupils have been supported for: Speech and Language needs, Autistic Spectrum Condition, Physical and sensory needs, Specific Learning Difficulties, Social, mental and emotional health and ADHD.

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WHAT IS THE SCHOOL'S APPROACH TO SEND?

- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in meetings that are undertaken between the class teacher and members of the Senior Leadership Team, which includes the SENCo (Special Educational Needs Coordinator).
- Where it is decided that action is required to support increased rates of progress, this will follow an **Assess, Plan, Do** and **Review** model.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs.

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WHAT IS THE SCHOOL'S APPROACH TO SEND?

- Parents will be informed if the school considers that their child may require SEN (Special Educational Needs) support, and their partnership sought in order to improve attainments.
- Interventions will be provided and targets set by the class teacher with advice from the SENCo. SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include academic targets.
- Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- A review of the impact of the differentiated teaching being provided to the child will be undertaken, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

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HOW WILL I RAISE CONCERNS ABOUT MY CHILD'S LEARNING OR DISABILITY?

- Talk to us – In the first instance, contact your child's class teacher. If you still have concerns, contact the SENCo (Miss Helen Mulligan) or the Headteacher.
- We pride ourselves on building positive relationships with parents. We are open and honest with our parents and hope that they are able to do the same with us.

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**HOW WILL SCHOOL SUPPORT MY CHILD?
WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD
AND HOW OFTEN?**

- The SENCo (Miss Helen Mulligan) oversees all support and monitors the progress of any child requiring additional support across the school, alongside the Headteacher and Deputy Headteacher.
- The SENCo then works in conjunction with the class teacher to oversee, plan and work with each child with SEND in their class, to ensure that progress is made.
- There may be a Teaching Assistant (TA) or Learning Support Assistant (LSA) assigned to work with your child, either individually or as part of a small group.

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WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents each term to discuss their child's needs, support and progress. This will be in addition to the termly parent consultation meeting, so two meetings will be offered each term.
- For further information, the SENCo is available, to discuss support in more detail with the class teacher and parents together.

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HOW WILL I BE INVOLVED IN DISCUSSIONS ABOUT AND PLANNING FOR MY CHILD'S EDUCATION?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussion with the class teacher
- During parent consultation meetings
- During discussions with a member of the Senior Leadership Team (SLT) member, including the SENCo
- Discussions with other professionals

Parents are encouraged to comment on their child's individual learning plan, with possible suggestions that could be incorporated.

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HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- Resources are requested and ordered as necessary to support each pupil's learning. Resources may include deployment of staff depending on individual circumstances.
- We have a team of Learning Support Assistants/TAs who are funded from the SEND budget and are trained to deliver programmes designed to meet groups or individual children's needs.
- For pupils with an Education Health and Care Plan (EHCP), the decision regarding the support required will be reached when the plan is being produced, or as part of the annual review.
- The Special Educational Needs budget is managed by the Headteacher and the Governing Body.

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HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Parliament, which has an open forum for any issues or viewpoints to be raised.
- Children who have learning plans discuss and review their targets with their class teacher.

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HOW WILL SCHOOL HELP ME TO SUPPORT MY CHILD'S LEARNING?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- Learning plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

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HOW WILL SCHOOL HELP ME TO SUPPORT MY CHILD'S LEARNING?

- The school, with your permission, can involve external agencies including health and social services, local authority support services and voluntary organisations to better meet the needs of pupils and families. This support will be primarily identified and facilitated by the SENCo and school Family Link Worker.
- All information from outside professionals will be discussed with you with the person involved directly or, where this is not possible, in a report.

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WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?

The well-being of our pupils is our primary concern at Holy Rosary. We ensure that all children are supported socially and pastorally by staff.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher will liaise with the SENCo for further advice and support.

The school offers a wide variety of pastoral support for pupils. These include:

- A PSHE/RSHE programme that provides pupils with the knowledge, understanding and skills they need to develop skills to enhance their emotional and social knowledge and well-being.

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WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?

- Delivery of small group interventions to support pupils' wellbeing.
- Pupils' views are sought through the School Parliament and other forums.
- Good work celebrations, awards and/or certificates.
- Celebrating pupils' individual achievements.
- Regularly monitoring attendance and celebrating excellent attendance.

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HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- Class teachers will ensure all pupils with SEND are given an equal opportunity to take part in all learning opportunities through Quality First Teaching. The aim is to provide a broad and balanced curriculum while emphasising the need to develop English, Maths and basic key skills.
- When a pupil has been identified with special needs, their work will be differentiated. Teachers plan using pupils' achievement levels to inform the next steps. Work is differentiated to match ability.
- Pupils will be provided with additional support to increase progress and inclusion that may include specialised equipment or resources, ICT and/or additional help. Teaching Assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs. This is in addition to Quality First Teaching.

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HOW WILL I KNOW HOW MY CHILD IS DOING?

- Attainments are shared with parents through the school reporting system and through parent consultation meetings. Pupils' views will be obtained and, when appropriate, they may attend all, or part of any meeting.
- If you would like to make an appointment to discuss progress with a class teacher and SENCo, please contact the School Office who will arrange one for you. We have an open-door policy. Parents are welcome to make an appointment at any time.

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HOW DO WE KNOW IF THE ADDITIONAL SUPPORT HAS HAD AN IMPACT?

- By reviewing children's targets on learning plans to ensure they are being met.
- By monitoring the child's progress academically against national/age expected levels, where the gap is narrowing.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the SEND or monitoring register when they have made sufficient progress.

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HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Secondary schools run programmes specifically tailored to aid transition for the more vulnerable pupils. Accompanied visits to other schools may be arranged as appropriate.
- For pupils with Education Health Care Plans, the annual review process is instigated the year before transition. This begins the process where parents are supported to make decisions regarding the next placement.

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HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

Our Accessibility Policy describes the actions that school has taken to increase access to the environment and the curriculum.

It has been adapted to include:

- Ramps
- Disabled toilets
- Multiple entry points to school
- Soft play area, suitable for pupils with specific physical needs.

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

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

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WHAT IF A PUPIL HAS A MEDICAL NEED?

If a pupil has a medical need then a detailed medical care plan is produced by the school and parents in collaboration. Staff who provide medical administration, follow the LA policy/DfE guidelines included within **Supporting pupils at school with medical conditions 2014.**

A number of staff within school receive basic first aid training as well as some staff who have paediatric first aid training.

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WHAT ARE THE RESPONSIBILITIES OF THE SENCO?

The Special Educational Needs Co-ordinator is responsible for:

- Making sure the Governing body is kept up to date about any issues in school relating to SEND.
- Coordinating support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure that all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning.
- Liaising with external agencies who come into school to help support your child's learning, e.g. Speech and Language Therapists, Educational Psychologists etc.
- Updating the school's SEND register and ensuring records of your child's progress and needs are kept up to date.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school achieve the best progress possible.

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WHAT IS THE RESPONSIBILITY OF THE CLASS TEACHER?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Writing individual learning plans and sharing and reviewing these with parents each term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom.

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WHAT IS THE RESPONSIBILITY OF THE SEND Governor?

The SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who is on the SEND register.
- Meeting with the school SENCo to gain an overview of SEND practice in school and review and refine practice. The Governor with responsibility for SEND is Mrs Rebecca Harris.

How are the Governors involved and what are their responsibilities?

- The SENCo reports to all Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

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WHAT TRAINING DO THE STAFF HAVE TO SUPPORT CHILDREN WITH SEND?

In school, staff have received training on:

- Medical training to support pupils with medical care plans, such as asthma and anaphylaxis.
- How to support pupils with autism, aspergers or ADHD.
- How to support pupils with speech, language and communication difficulties.
- How to support pupils with social, emotional and mental health difficulties, including attachment, trauma and those who have adverse childhood experiences.
- How to provide reasonable adjustments for pupils.
- How to monitor and track provision and progress for pupils with SEND.

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WHAT TRAINING DO THE STAFF HAVE TO SUPPORT CHILDREN WITH SEND?

The SENCo attends regular SEND update meetings in order to keep up to date with strategies to improve outcomes for pupils with SEND.

The school also has support from The Special Educational Needs Support Service and the Behaviour Support Team, who provide advice to support the success and progress of individual pupils.

The school also has two members of staff who have had training in delivering the Tier 2 child counselling called 'HOPE', one member of staff who is a trainee counsellor, as well as training to deliver nurture groups and emotional literacy.

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WHAT SUPPORT SERVICES ARE AVAILABLE FOR PARENTS OF PUPILS WITH SEND?

**SEND IASS – Staffordshire family partnership
'Information, Advice and Support Service'**

<https://www.staffs-iass.org/home.aspx>

Gov.uk – SEND Guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

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WHAT SHOULD I DO IF I NEED MORE INFORMATION?

To find out more about Staffordshire's Local Offer, please visit:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

This provides information, support and services for children and young people aged 0-25 with special educational needs or disabilities (SEND)

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COVID 19 – Updated guidance from March 2020

During the crisis of COVID-19, we endeavoured to ensure that additional measures were put in place to support our pupils with SEND and EHC plans.

In light of the Government guidance, each child who had an EHC plan had an individual risk assessment.

Appropriate work was set for each pupil by the child's class teacher via Class Dojo, Home-school learning packs and CGP guides.

The SENCO and Inclusion team made weekly phone calls with all parents of children with EHC plans to keep up to date on the child's welfare, social and emotional well-being and their academic progress. All phone conversations were logged and monitored and actions documented.

COVID 19 – Updated guidance from March 2020

The SENCO was available and will continue to be available via email at
hmulligan@hrb.srscmat.co.uk

Useful activities or websites during this time:

<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>

<https://childmind.org/coping-during-covid-19-resources-for-parents/>

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>

JARGON BUSTER

AOT – Autism Outreach Team

CAMHS – Child and Adolescent Mental Health Service

EAL – English as an Additional Language

EHCP – Education, Health and Care Plan

EP – Educational Psychologist

LST – Local Support Team

SaLT – Speech and Language Therapist

SENCo – Special Educational Needs Coordinator

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