

Holy Family RC Primary School's Local Offer of Support for Children & Young People with Special Educational Needs and Disabilities (SEND)

How we identify individual special educational learning needs

- ❖ When pupils have identified SEND before they start at Holy Family, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting and how we can manage it.
- ❖ If you tell us you think your child has a SEN we will discuss this with you and investigate your child's needs further. We will share what we discover with you and agree with you what we will do next and what you can do to help your child
- ❖ If our staff think that your child has an SEN this may be because they are not making the same progress as other pupils; for example they may not be able to follow instructions or answer questions. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. Should we require further help we will contact the specialist SEND team.

How we involve pupils and their parents/carers in identifying SEN and planning to meet them

- ❖ We are a child and family centred school, so you will be involved in all decision making about your child's support
- ❖ When we assess SEN we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.
- ❖ We write targets for your child and review these with pupils and parents/carers every term, during Parent Conference Day. Copies of these targets are sent home to enable you to work with your children on these at home as well as in school.
- ❖ If your child has a higher level of need, their targets will be discussed with you and presented on a Support Plan. This Plan will be reviewed every term in a meeting with parents/carers and any outside agencies which have been involved.
- ❖ We use homework to repeat and practice activities that are new and present an achievable challenge for the individual pupil.

How we adapt the curriculum so that we meet SEN

- ❖ All our staff is trained to make materials and lessons easier or more challenging so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resources required.
- ❖ We use additional schemes/materials so that we have something at the right level for pupils with SEN. These schemes provide a variety of activities which include ICT.
We use differentiated books from Oxford Reading Tree for reading – including two new additions to the scheme – Project X and Project X: Code, which are targeted specifically at SEN.
We use recommendations from QEST and Educational Psychology to target specific writing difficulties; The Jungle Journey and Write from the Start are used to provide support for fine motor skills and handwriting. We also use a number of schemes and materials to support Phonics; these include Direct Phonics, Jolly Phonics, Finger Phonics and Phonics to Spelling. Our Phonics groups are also streamed to target specific Phonic needs.
For maths, White Rose Hub Maths, Numicon, 5 minute Box and various apps on the iPads are used. Pre-teaching and Post-teaching are used in all classes to support SEN groups and help them to fill gaps in knowledge.

We use Blast and Time to Talk for language and communication and Social Stories and Socially Speaking for personal, social and health education.

We provide Social Skill provision two afternoons a week to build specific, targeted skills to children who struggle with self-esteem, self-confidence, behaviour and social interactions.

We also provide an EAL intervention twice a week to help language skills for those children who have English as an Additional Language.

How we modify teaching approaches

- ❖ All our staff are trained so that we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia) (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and mental health and well being (MHWB)
- ❖ All of our teaching staff is accountable for every member of their class. Quality First Teaching is the pinnacle of each class and all teachers ensure that work is differentiated and appropriate for all levels of ability.
- ❖ Adaptations are made for children with social difficulties, hearing difficulties and physical difficulties (e.g. wheelchair access / disabled toilets etc)
- ❖ Each member of staff ensures that they provide for all types of learners – kinaesthetic, visual and auditory learners
- ❖ All of our staff is trained to level 1 in ASD, and two of our members of staff are trained to level 2. The SENCO is trained to level 3 standard.
- ❖ Our school regularly identifies training needs within the staff, and ensures that these needs are provided for by offering training opportunities.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

- ❖ We use PIVATS to assess progress in smaller steps and at a slower pace than the usual national curriculum.
- ❖ For work which is of a higher level, we use Target Tracker to input data from Reading tests (PIRA) and Maths tests (PUMA)
- ❖ We consistently check that progress is good.
- ❖ We check how well a pupil understands and makes progress in each lesson, by asking them to evaluate their own work before handing it in and through ongoing assessments and evaluations.
- ❖ Our senior leadership team monitors the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress, including those with SEND.
- ❖ Pupils who have Educational Health Care Plans will have two reviews each year as well as the Annual Review, which is reported to the Local Authority. Pupils on the SEND register have a meeting with parents every term at the SEND Review.

What equipment or resources we use to give extra support

- ❖ We use workstations; visual timetables; 'First, Then, Next...' cards, Time Out areas, coloured overlays, pencil grips, 'feely bags', fiddle toys, writing slopes, posture cushions, ICT programs and countdown timers for pupils who need it.

- ❖ We use laptops and iPad Apps for pupils with communication difficulties, as well as other ICT equipment and programs to support specific needs.
- ❖ We deliver Speech & Language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time.
- ❖ We have members of staff in the Early Years and Foundation stages who are trained in Speech, Language and Communication programmes such as Wellcom and Elklan.
- ❖ We use a range of software to help children engage with subjects they find difficult. This helps children to become independent learners.
- ❖ Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services.

What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively

- ❖ We have support from specialist teachers / support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism, PIP)
- ❖ We get support from local authority services
- ❖ We get support from Speech and Language Therapy (S<) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy
- ❖ We get support from Occupational Therapy (OT) for pupils who need assessment
- ❖ We work closely with the Educational Psychologist and QEST, who support and advise us for a variety of issues.
- ❖ We work closely with Child Development Service and Community Outreach Workers.
- ❖ We refer pupils to Healthy Young Minds and act on advice and support given.
- ❖ We work closely with a play therapist and with Youth in Mind to provide therapeutic interventions to children who need support with their mental health and well being.
- ❖ Together with the pupil and the parent we review the pupil's progress; agree what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each do; agree a date to review how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded to ensure accountability

Extra-curricular activities available for pupils with SEN

- ❖ We have a number of before and after school activities, which are open to all children: Soccer Stars, Multi-Sports, Keep Fit, Sign and Shine and Homework Club. All children have access to these clubs, regardless of their ability, and every adaptation needed is made to ensure that every child gains fair access to the clubs.
- ❖ We have a breakfast club every morning and any child can access these.

- ❖ We have regular educational visits as well as people coming into school to support different topic areas. We choose visits which are accessible to all.
- ❖ We have one residential trip each year to Robin Wood, which is open to Year 6. All children, as well as those with SEND are always included in these. We provide any support needed for their full inclusion.

How we support pupils in their transition into our school and when they leave us

- ❖ For children who are first joining our Reception class, key workers and the SENCO will attend a transition meeting at their Nursery to discuss SEND arrangements / needs. Information will be gathered and any necessary support will be put into place on their entry to the school.
- ❖ For children who join the school mid-way through the year, the SENCO will liaise with the class teacher at their previous school to discuss SEND arrangements.
- ❖ When children move from one year group to the next, all SEND information is passed up to their new teacher, to ensure that good practice is continued. New teachers also attend Review meetings.
- ❖ For children who struggle with change, transition arrangements begin in the Spring term.
- ❖ Transition arrangements for children leaving year 6 are very important to us. A number of meetings will be held throughout the year to discuss arrangements for moving to another school. These meetings will involve any outside agencies who have had involvement with your child; and teachers/SENCOs from their future secondary school will also be invited, in order for them to gain a clear understanding of your child's needs. Examples of good practice / advice will be shared with the secondary school to ensure a smooth transition from on school to the next.

How additional funding works

- ❖ Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.
- ❖ If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan

Where pupils can get extra support

- ❖ Your views are important to us and we want to listen to them and know that you are satisfied with what happens in school to support your child.
- ❖ In school, you are welcome to contact any member of staff regarding any queries or issues you may have. If your enquiries are specific to SEND, you can ask Mrs Booth (Headteacher), Mrs Johnson (Deputy Head) or Mrs Hall (SENCO) They will follow up your concern and make sure your views are taken into account

Where parents/carers can get extra support

- ❖ Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

What to do if you are not satisfied with a decision or what is happening (for parents)

- ❖ Your first point of contact is always the person responsible – this may be the class teacher; the SENCo or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head teacher then ask for the school Governors representative.
- ❖ If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:
 - Complaints and Representations Officer
 - Freepost - RRGY-TJSR-GHGZ
 - PO Box 40
 - Level 8, Civic Centre
 - West Street
 - Oldham, OL1 1XJ
 - Tel: 0161 770 1129
 - cypf.complaints@oldham.gov.uk
- ❖ The [Parent Partnership Service](#) provides independent, individual information and advice for parents of children with special educational needs. Visit http://www.oldham.gov.uk/pps/info/12/about_the_service for more information.