



Holy Rood Catholic Primary School

SEND Information Report

All children at Holy Rood should enjoy learning; by building their confidence, feeding self-worth and igniting their ambition they will be well placed to take advantage of opportunities to become creative and effective learners, prepared for the world of work. To achieve these aims children need broad, balanced learning opportunities and experiences of the highest quality, mediated by well led staff who are sensitive to and responsive to their needs. The learning environment must be supportive, secure and safe, and appropriately resourced. The responsibility to provide these opportunities and experiences, context and resources lies with the whole school community.

We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and access an Inclusive Curriculum. The Local Authority SEND Services and Provision can be found as part of their 'Local Offer', detailed at the website www.barnsley.gov.uk/localoffer

Parent's Questions	School Response
How do we identify and assess pupils with Special Education Needs?	We recognise the benefits of early identification of special educational needs and we strive as a school to do this. We assess pupils' current skills and levels and attainment on entry to school. We track their progress and make regular assessments of progress for all children. When children make progress that is significantly slower than that of their peers or fails to match their previous progress in educational and other areas, we would inform parents and support children by running targeted interventions. This would then lead to a meeting with parents to discuss concerns and if progress levels did not significantly improve over an agreed period of time (8 weeks maximum), it would be agreed to place the pupil on the school SEN register.
What are the different areas of Special Educational Needs?	Communication and interaction Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication. The school recognises that: • Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction. • The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

	The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential. Cognition and learning Pupils with learning difficulties may require support – the school will offer one-to-one learning support where necessary. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Social, emotional and mental health (SEMH) difficulties Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils. Sensory or physical needs Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that: • Some conditions can be age-related and can fluctuate over time. • A pupil with a disability is covered by the definition of SEND if they require special educational provision.
What are the stages of SEND?	Following the SEND Code of Practice (2015), the school uses a graduated approach when meeting the needs of children with SEND. For the majority of children, quality first teaching on a daily basis is enough to ensure that they achieve well and make good progress across the curriculum. For some children, quality first teaching may not be enough to meet their needs and they may need something which is 'additional to and different from' that which is normally provided for all children. This could mean that the class teacher may be using different or additional strategies to support your child, or perhaps your child will receive some additional support in a small group alongside other children with similar needs. For some children, the school, with your agreement, may decide to involve some external professionals to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning.

	Education, Health and Care Plans If your child has significant difficulties, they may require an Education, Health and Care Plan. This means your child will have been identified by the school as needing a particularly high level of additional support, which cannot be provided from the element 1 and 2 funding available to the school. For your child this would mean: A request for Education, Health and Care Needs Assessment · The school (or you) can request that the Local Authority carry out an Education, Health and Care Needs Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. · After the school (or you) have sent in the request to the Local Authority (with a lot of information about your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education, Health and Care Needs Assessment. Education, Health and Care Needs Assessment · If the Local Authority decide that the needs of your child are severe and complex and require significant support in school to make good progress, they will write an Education, Health and Care Plan (EHCP). · The Education, Health and Care Plan (EHCP) will outline the support your child will receive from the Local Authority, how the support should be used and what strategies must be put in place. It will also have end of key stage or phase and medium-term outcomes for your child. · If the Local Authority decide that your child does not need an Education, Health and Care Plan (EHCP), they will ask the school to continue with the support at an SEN support level. They will set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
Who are the best people to talk to in school about my child's SEN needs?	Mrs Artley is the school's SENDCo. Mrs Dobson and Miss Hill are also available to talk about your child's needs. School SENDCo is responsible for: • Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you as parents are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing in termly review meetings. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEN Support register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

	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 informing the SENDCo as necessary. • Writing Individual Provision Maps (IPM) for pupils with SEND. • Writing School Focus Plans (SFP) for pupils with SEND who may require an Education Health Care Plan. • 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 and for all the pupils they teach with any SEND. Headteacher is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEND. • She gives responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
What are the different types of support available for children with SEND?	Children will initially be placed on the SEN register in school once there has been a discussion with parents. They will be placed on SEN support and be part of the ASSESS, PLAN, DO, REVIEW graduated approach. They will have an IPM with targets / outcomes which will be reviewed throughout the academic year. We recognise the importance of a child centred approach and pupils will be involved in the reviewing process with their 'one page' profiles. Class teacher input (Quality First Teaching) For your child this would mean: • The teacher has the highest possible expectations for your child and all pupils in their class. • All teaching builds on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. • Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and identified any gaps that they need some extra support with to help them make the best possible progress. • All children in school should be getting this as a part of excellent classroom practice when needed. • Adaptations of the curriculum and learning environment to maximise learning for pupils with special educational needs e.g. coloured paper provided for children with Irlens Syndrome. Specific work with in a smaller group of children or individually This group, often called interventions by schools, may be run in the classroom or outside. It is either run by a teacher or most often a learning support assistant who has had training to run these groups. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

The work completed in interventions is planned in detail every half-term and forms part of the Graduated Approach to SEND within the school where we follow an ASSESS, PLAN, DO, REVIEW cycle.

The progress the children make within interventions will be monitored closely by the school SENDCO and provision will be changed accordingly.

Social, emotional and mental health (SEMH) support for SEN children within the school

We have been successfully nurturing SEN pupils with extra SEMH support. As a school we strongly support SEN children in improving their social and emotional development and realise that this is vital in helping them progress. We run small interventions or they have access to 1:1 sessions with Miss Hill (PSA) where they are listened to in a quiet setting. They are made aware of what to do if they have concerns about issues such as bullying. We have a sensory room that is available to all children.

Specialist groups run by outside agencies e.g. Speech and Language Therapy OR Occupational Therapy groups

Individual support for your child, usually in block sessions.

Extra specialist support from a professional outside the school

Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission (generally written consent) for the school to refer your child to a specialist professional e.g. Social Communication and Interaction Team, Educational Psychology Services or Health Care Professionals. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to improve support for them.

Specified Individual support

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

In some cases, SEND pupils may have an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/School SENDCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as Integrated Inclusion Services, outside health agencies such as the Speech and Language therapy (SALT) Service or occupational therapy or physiotherapy.

	For your child this may mean: The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current SEN Support. After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the range of support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. This type of support is available for children whose learning needs are severe, complex and lifelong.
How can I let the school know I am concerned about my child's progress in school? What are the procedures I need to follow if I have a complaint?	If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the School SENDCo or Headteacher If you are still not happy you can speak to the school SEND Governor. If the issue still is not resolved, parents would be advised to go to the Complaints Procedure which is there to guide you when making a complaint. This can be found on the school website or alternatively a copy can be requested from the school office.
How will the school let me know if they have any concerns about my child's learning?	If your child is then identified as not making progress the school and possibly having special educational needs we will set up a meeting to discuss this with you in more detail and to: • Listen to any concerns you may have too • Discuss the possibility of placing your child on the Sen Support Register in School • Plan any additional support your child may receive. At this point the class teacher may discuss producing a IPM for your child • The IPM will be reviewed termly in school to make sure we are addressing your child's SEND needs and enabling him/her to make the best possible progress. • Discuss with you any referrals to outside professionals to support your child's learning

Who are the other people providing services to children with an SEN in school?	We work with the following services to seek advice to support the children with SEN where appropriate: • Educational Psychology Services • Social, Communication and Interaction team • CAMHS • Speech and Language Therapy • School Nurse • Occupational Therapy • Physiotherapy • Hearing Impairment Team • Visually Impaired Service • Child development practitioners • Neuro disability nurse • Early Help <u>Barnsley Local Offer</u> <u>SENDIASS and Core Assets</u>
How are the teachers in school helped to work with children with an SEND and what training do they have?	The SENDCo's job is to support the class teacher in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, Emotion Coaching, Lego Therapy training and Speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
How will the teaching be adapted for my child with SEND?	Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Learning support staff can adapt the teachers planning to support the needs of your child where necessary. Your child's IPM will help school staff understand your child's needs and areas they need support with in order to make maximum academic progress. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
How will we measure the progress of your child in school?	Your child's progress is continually monitored by their class teacher. Their progress is reviewed formally every term and a National Curriculum level given in reading, writing and maths. At the end of Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

	Children on SEN support will have an IPM which will be reviewed with your involvement, every term and the plan for the next term made. You child's academic levels and targets will be discussed at this meeting and the SEN provision in place to help your child achieve their targets. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
What support do we have for you as a parent of a child with SEND?	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. The school has an 'open door' policy and the SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you, or where this is not possible, in a report. Homework will be adjusted as needed to your child's individual needs. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
What support will there be for my child's overall well-being?	The well-being of all of our pupils is our primary concern at Holy Rood. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Relevant staff are trained to support medical needs and in some cases all staff receive training. Pupils' views are sought through school council and other forums. We have a Pupil Wellbeing Officer who runs a wellbeing club every week at lunch time.

How are we accessible to children with SEND?	The building is accessible to children with physical disability through the front of school and the school is on one level. We ensure that equipment used is accessible to all children regardless of their needs. Extra-curricular activities are accessible for children with SEND.
How will my child be included in activities outside the classroom including school trips?	We promote involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
How will we support your child when they are leaving this school? Or moving on to another school?	We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving child to another school: We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. At the transition review, strategies will be put in place to facilitate a smooth transition to the new school. If it is a move to secondary school, the SENDCo will help set up visits to potential schools in liaison with the secondary SENDCo. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. We will make sure that all records about your child are passed on as soon as possible. When moving classes in school: Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IPMs will be shared with the new teacher. Early or extra transition will be put in place where possible. If your child would be helped by a book to support them understand moving on then it will be made for them. Sometimes photos of the new staff and environment are taken to ease stress for the pupil.
How school's resources/funding are allocated and matched to a child's needs?	• It is the responsibility of the SENDCo, senior leadership team and governors, to agree how the allocation of resources is used. • The needs of the child will always dictate the best form of provision for that child and on occasion external advice may be sought, and parent/carers will be consulted.
How are the teachers in school helped to work with children with SEND and what training do they have?	• Part of the SENDCo's role is to support (or sign post to further support) the class teacher in planning for and supporting children with SEND. • The school has a continuing professional development plan (CPD plan) to improve the teaching and learning of children including those with SEND.

	• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, Physiotherapy, Behaviour support. • External agencies work within school with staff to provide them with advice that is relevant to the needs of specific children in their class.
What should I do if I have concerns about the provision for my child and want to make a complaint?	The school is committed to resolving disagreements between pupils and the school. In carrying out of duties, the school: • Supports early resolution of disagreements at the local level. • Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals. The school's Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.
Contact Details	SENDCo/Assistant Headteacher/Designated Safeguarding Lead Mrs Artley 01226 281219 headteacher@holyroodschool.co.uk Headteacher/Designated Safeguarding Lead Mrs K Dobson 01226 281219 headteacher@holyroodschool.co.uk Assistant Headteacher/Designated Safeguarding Lead Mrs L Heald 01226 281219 headteacher@holyroodschool.co.uk EHCP Team 01226 773966