

Holy Family Catholic School



Special Educational Needs

Local Offer

1. Special Educational Needs Policy

'Trying to make the world a better place through creating a learning environment based on gospel values, where all adults and children become better people'

(School Mission Statement)

We believe our school should be a happy and caring place where children want to come and where they will feel secure. As teachers, we aim to create an environment in which children can experience the joy of learning, are valued as important members of the school and belongs to a community which celebrates their differences.

We recognise that each child is of equal value and that it is our privilege and responsibility to accept each child into our community. Beginning from their first day and throughout their stay with us, we should have high expectations of all children in order to encourage them to develop their potential to the full.

All children and young people are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives

Holy Family Catholic School's Special Educational Needs Policy can be found on the school website by following this link:

<http://www.holyfamilycatholicschool.org.uk/policies/>

2. Teaching and Learning

We provide:

- High quality teaching. The outcome/content of the lesson is differentiated according to the need of the child.
- Class teacher knowledge of the child.
- Data tracking.
- Pupil progress meetings each term.
- Special Educational Needs Co-ordinator (SENCo) Surgery each term.
- Targets set in Maths and Literacy which the child and teacher review together.
- Teaching Assistant support.
- Small group teaching or 1:1 teaching where appropriate.
- Specific resources provided where appropriate, for example- coloured overlays for children with dyslexia.
- A calm learning environment which is conducive to learning.
- Working partnership between school, parents, parish and outside agencies.

3. Identifying and assessing Special Educational Needs

Class teacher monitors and assesses all children, on a daily basis, to identify anyone for whom there may be a concern. Parents may also express a concern about their child and are encouraged to share with school.

Class teachers, together with TA's, will complete In-class monitoring forms for a minimum of 6 weeks. This is then reviewed.

At this stage:

- The concern may be reduced
- The monitoring process may need to be continued perhaps with modifications
- SENCo may need to become involved at this stage with discussions regarding how to move forward. Input and advice may be required from outside agencies and permission gained from parents.
- Class teacher keeps parents informed on a regular basis.
- We monitor the progress of children through observation in class; analysis of work produced; in-class monitoring forms and performance data.
- Specific targets may need to be put in place.
- All children's progress will be monitored by using the graduated approach set out in the 2014 Code of Practice: assess; plan; do; review.

4. Looked After Children with SEN

Such children will have their needs monitored and addressed. Foster parents, agency workers and other professionals will be involved on an agreed regular basis through Team Around The Child meetings, in the support provided.

5. Involving Parents and Children and Young People in Planning and Reviewing Progress

- We build up good relationships with parents and carers and we work in partnership. Parents will be informed as soon as a concern is raised.
- They will meet with class teacher and they are welcome to meet with SENCO or Head teacher, through our open door policy.
- Specific targets are set in consultation with the child and parents. They are written and reviewed termly.

- A Parents Evening is held in the Autumn Term which parents are expected to attend. An optional Parents Evening is held in the Spring and Summer Term. A SENCo Surgery runs alongside Parents Evening. At any time during the year, parents may be requested to attend a meeting with their child's class teacher.
- Parents are given an End of Year report.
- Child and class teacher review targets together.
- The targets included in Statements and in Education Health and Care Plans are agreed by the child, parents and the outside agencies who are working with the child.
- We use a variety of techniques to help us to assess progress including: Use of P scales, National Curriculum Levels.

6. Additional Support

- From Reception to the end of Year 2, Read Write Inc phonic groups are set according to ability.
- Classes are allocated Teaching Assistant support for certain times of the day.
- A Teaching Assistant is allocated to specific children who have Statements or EHC plans.
- A full time SEN TA works with individual and small groups of children according to their needs. The SEN TA and SENCo are trained in Drawing and Talking Therapy.
- A part time Children's Champion works with selected children. She is trained in Drawing and Talking Therapy.
- According to the needs of the child, they will be offered specific resources such as braille equipment, coloured overlays etc.
- The school has developed good relationships with a range of outside agencies and will seek advice from them where required.
- The school has support from the Educational Psychologist.
- SENCO support is offered to teachers, children, Teaching Assistants and parents. Our primary first aider is a qualified nurse.
- All Teaching Assistants have had first aid training and P4C training. All staff have had EpiPen training.
- School has access to school nursing service.
- Polish speaking staff work in the school.

7. Extra activities

The school offers a variety of activities including:

- Sports/Dance activities before, after and during school.
- Choir from Year 3 upwards.
- Music lessons from peripatetic teachers.
- Class trips at least once a year. Risk assessment-making reasonable adjustments, in consultation with the parents and venue, to accommodate the needs of the child. Adult/pupil ratio may be adjusted.
- Year 6 Residential trip each year.
- Other clubs available at different times according to staff availability.

8. Meeting the Social and Emotional Needs of CYP with SEN

Our school offers a compassionate and caring environment. This is achieved through many factors including:

- Observation of behaviours in class then discussions with other appropriate staff members.
- Pastoral Support Plan meetings.
- Team around the Child meetings.
- SENCO Surgery.
- One of our Teaching Assistants is a trained nurse.
- All Teaching Assistants have First Aid training and P4C training.
- Some of our Teaching Assistants have Emotional Literacy training.
- We have staff trained in Drawing and Talking Therapy.
- School Council represents the voice of the child.
- Children are aware that they can talk to any member of staff if they have a problem.
- Involvement of appropriate outside agencies according to the need.
- Staff are trained in Team Teach for safe handling.

9. Keeping up to date with knowledge and skills

- Teachers have weekly Staff meetings. It is here that they are informed of changes in Special Educational Needs organisation, visits and so on.
- Specific training is provided for staff in autism awareness, dyslexia and other areas of Special Educational Needs.
- Makaton training is offered to staff as and when appropriate. Epipen training is given to all staff.
- Teaching Assistants and Teaching staff are encouraged to attend courses and gain qualifications as part of their Continuing Professional Development.

- Teaching Assistants have National Vocational Qualifications. Some have degrees and others have qualifications specific to their roles.
- The Special Educational Needs Action plan highlights the way forward for Special Educational Needs in our school, during the school year.
- Evaluation of the success of our provision is continuous and involves input and guidance from the appropriate professionals at the time.

10. Transitions

Transition into school

- The Early Years support Team come in to school to discuss pre-school children they are working with, prior to transition.
- Children make visits to our school and we visit them in situ Home visits are made by Nursery and Reception class staff
- New parents information evenings are held for Nursery and Reception parents.

Transition between classes

- Records are passed from class to class
- Discussion between staff are made on the final inset day at the end of the year
- At the end of the school year the child is given the opportunity to meet their new teacher and class

Transition from school

- Transition groups are led by our SEN TA.
- The child is offered transition visits to his/her secondary school
- Secondary school staff visit the school to meet children individually and current class teacher. Records are passed on.

HEAD TEACHER: **Sara Benn**

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