

## Holy Redeemer Catholic Primary School

### SEN Information Report and Local Offer

*It is our aim to provide the very best for all pupils in our schools in the context of a loving Christ-centred educational community.*

#### Beliefs and values

As a Catholic school we recognise the gifts and needs of each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all children. We believe that every teacher is a teacher of every pupil; including those with SEN.

#### School Information Report for Holy Redeemer Catholic Primary School

#### I. What kinds of Special Educational Needs does our school make provision for?

Types of need and what they could look like	Examples of support in our school	How we check it is working.
<p><u>Cognition and learning:</u></p> <p><b>Learns at a slower pace than their peers and their long term outcomes may not be the same.</b></p>	<p>Quality first teaching.</p> <p>Some pupils will access support within the classroom from an additional adult.</p> <p>For a very small number of pupils, additional literacy/numeracy intervention will be provided.</p> <p>For very few pupils, 1-1 support will be accessible.</p>	<p>Using normal school monitoring and tracking procedures e.g. Teacher observations, pupil assessments.</p> <p>Further and more specialist assessments will be undertaken for the pupils receiving more focused teaching and support.</p>
<p><u>Communication and interaction:</u></p> <p><b>Difficulty in understanding what is said, being able to express what they want to say and understanding social behaviours.</b></p>	<p>Quality first teaching.</p> <p>Pastoral support – Class teacher, SENCO, all staff</p> <p>For a small number of pupils, support will be available from the Speech and Language Team</p> <p>For a very small number of pupils, support will be available from the Communication and Autism Team.</p>	<p>Good attendance.</p> <p>Making expected progress.</p>
<p><u>Social, emotional and mental health:</u></p> <p><b>This encompasses a broad range of difficulties that may affect a child at various times throughout their education.</b></p>	<p>Pastoral support – Class teacher, SENCO, SLT</p> <p>Individual plans will be put into place as required.</p> <p>Referrals to CAMHS, Children’s Service, and other specialist organisations will be made as required.</p>	<p>Good attendance.</p> <p>Making expected progress.</p>

<p><u>Sensory and/or physical needs:</u></p> <p><b>Some children may have a hearing impairment, a visual impairment or a physical disability.</b></p>	<p>Access to specialist support from the Sensory Support Service, Physiotherapy Service, Occupational Therapy Service.</p> <p>Access to specialist equipment as needed.</p> <p>This is a fully accessible school and pupils with wheelchairs and walking aids can access all areas (sometimes taking alternative routes to avoid steps).</p> <p>Residential trips currently being offered at Yrs 4 is to an activity centre that has full wheelchair access.</p>	<p>Good attendance. Making expected progress.</p> <p>Access to all curriculum areas where possible.</p>
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### **How do we know our provisions work?**

Through daily observations, termly reviews and assessments. Staff, parents and students are involved in the review process and their wishes and feelings are paramount.

### **2. How does our school identify and assess Special Educational Needs?**

Through concerns of the student, the parent or the class teacher. Where a student is identified to benefit from additional provision, which is different from the provision made generally for others of the same age, we will follow the 4 Point Plan – Assess, Plan, Do, Review.

In some cases, external agencies are involved to identify and assess need and to suggest further support strategies.

### **3. How do the school know how much progress is being made by pupils with Special Educational Needs?**

Pupils' progress is tracked by class teachers throughout the year using National Curriculum targets, individual or group provision maps to track pupils still working at 'P' levels. Progress is monitored formally three times a year by SLT and SENCO.

This information is made available to the Governing Body.

### **4. What extra-curricular activities can a pupil with Special Educational Needs access at school?**

Best endeavours are made to ensure that all pupils with SEND are included in extracurricular activities.

- Risk assessments are carried out and procedures are put in place to allow all students to participate in activities.
- If additional adult support is required for an activity then parents would be consulted and support put in place for that pupil.
- If a pupil has transport arrangement provided by the authority then best endeavours will be made to provide alternatives in negotiation with parents or carers.

**5. Does the school have a Special Educational Needs co-ordinator? If so, who are they and how can someone get in touch with them?**

Our SENCO is Rachael Barker and she can be contacted via the school office on telephone number 01386 552518 or by email: office@holyredeemer.worcs.sch.uk

**6. What training does the staff in school have in relation to pupils with Special Educational Needs?**

- Annual training for identified medical needs.
- Ongoing training around identification of children who need SEND support.
- Training from outside agencies as necessary
- Intervention training for TAs as needed
- Updates from SENCO around new initiatives and developments as needed
- Key TAs currently are trained for Numicon Catch Up Intervention, Speech, Language and Communication Support, Precision Teaching.

**7. How do the school get more specialist help for pupils if they need it?**

Agency	Who they work with	How to make contact.
Learning Support Team	Support staff in meeting needs of pupils through detailed assessment and observation. Training for specific intervention. Some individual case work.	Via school SENCO
Educational Psychologist	Pupils whose needs are not met by internal interventions.	Via school SENCO
Autism Team/ Complex Communications Team	Pupils with a diagnosis of autism.	Via school SENCO
Speech and Language Team	Pupils with developmental delay in either expressive and/or receptive language.	Via school SENCO
Behaviour Support Team	Pupils with social/ emotional and mental health issues.	Via school SENCO / Headteacher or Deputy
CAMHS Child and Adolescent Mental Health Service	Social emotional and mental health issues (self harm).	Via school SENCO/ Headteacher or Deputy
Sensory Support (Visual Impairment)	Specific needs related to visual impairment.	Via school SENCO
Sensory Support (Hearing Impairment)	Specific needs related to hearing impairment	Via school SENCO
Occupational therapy	Pupils with fine/ gross motor issues possibly related to a diagnosis of Dyspraxia	Via school SENCO in consultation with School Nurse/ Paediatrician
OUTREACH Teams	Pupils with physical disabilities e.g. Cerebral palsy. Link to physiotherapist. Paediatrician teams.	Via school SENCO/
School nurse	Students with medical issues/ social emotional and mental health issues.	Via school SENCO or drop-in sessions in school when available (advertised in newsletter)
Social Services	Potential child protection issues and Team around family intervention. Looked after children	Headteacher or Deputy/ SENCO
We work closely with local Community Paediatricians for pupils who are undergoing the process of Umbrella Pathway.		

## **8 How are parents of children and young people with Special Educational Needs involved in the education of their child?**

- Collaborative working in consultation, Progress reviews.
- Parent Information evenings/ afternoons including Family Learning Sessions (INSPIRE workshops)
- Parents Progress report evenings.
- Home Liaison through open door policy/ communication books where appropriate
- Outside agency involvement meetings
- Regular homework through Learning Logs

## **9 How are pupils of SEN involved in their own education?**

- Pupil Voice.
- SEN Progress Reviews & Personal Target setting
- Assessment of Progress through 'I can' statements
- Learning Partners/ peer marking
- Personalised intervention.
- Access to SENCO

## **10- If a parent of a child with Special Educational Needs has a complaint about the school, how does the Governing Body deal with the complaint?**

We would like you to talk to us first, if you are not happy about any aspect of the support your child is receiving.

If you are not happy with this please follow our complaints procedure.

We will listen to any concerns and aim to reach decisions in partnership with pupils, staff and parents. However, school will follow the complaints policy as laid down in school complaints procedure.

## **11 How does the Governing Body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?**

SENCO provides annual report to the Governing Body.

Governing Body is aware of all external agencies involved in provision in school, along with what they do.

## **12. Who are the support services that can help parents with pupils who have Special Educational Needs?**

- **Parent partnership**

Due to the new SEN code of practice, the Worcestershire Parent Partnership Service will be changing its name to reflect the new responsibilities and wider remit it will be covering. The **Special Educational Needs and Disabilities Information, Advice and Support Service** (SENDIAS) is at arm's length from Worcestershire's

Children's Services and able to give independent and neutral advice. For more information please see their [website](#) or call them on: 01905 610 858.

- **Worcestershire SEN information**

<http://www.worcestershire.gov.uk/cms/special-educational-needs.aspx>

- The National Autistic Society will signpost parents to local support

<http://www.autism.org.uk/>

### **Q 13 How does the school support pupils with SEN through transition?**

*Pre-school/ home to starting school in Reception*

- Home visits by new class teacher are undertaken in July or September for all pupils starting Reception in September- this gives an opportunity for families to discuss individual needs. Families may request to meet with the school SENCO in addition to this home visit. (Please phone the school office for an appointment).
- Transition sessions are offered to visit the Reception Class over the second half of the Summer Term.
- Reception staff/ SENCO may visit Pre-school settings to talk with staff and observe pupils in their familiar routines.
- All records are passed between Pre-school settings and school.

*Moving class at the beginning of a new academic year*

- Additional contact in a variety of contexts with new class teacher and TA as necessary
- In some cases, photos of new classroom/ staff can ease anxiety and can be viewed at home over summer holidays
- Information shared about any additional needs with staff.

*Transition – Moving to Middle/Secondary School*

- Year Team Leader from Blessed Edward Oldcorne school visits Holy Redeemer to meet with pupils in the Summer term
- Induction evenings for pupils and their parents and carers
- Induction days in July
- Pupils with specific needs may attend additional induction and visit school on pre-arranged days in liaison with the SENCO
- Teaching assistants **may** visit schools to work with pupils with SEND in preparation for transition.
- All records are passed on to new school.
- In some cases, photos of new environment / staff can ease anxiety and can be viewed at home over summer holidays.

If you have any further queries, please contact the school SENCO Mrs Rachael Barker by email

[office@holyredeemer.worcs.sch.uk](mailto:office@holyredeemer.worcs.sch.uk) or by 'phone 01384 552518.