

*SEND Information Report*

At Holy Redeemer Catholic Primary School, we are a fully inclusive school, who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

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*How do we identify Special Educational Needs in pupils?*

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There are systems and processes in place, which allow us to quickly identify children who may require additional support. Children may be identified for the following reasons:

- They are performing below age related expectations
- They are not making expected progress
- Their progress has slowed or stopped and the intervention and/or resources put in place does not enable improvement using the assess, plan, do review approach as set out in the SEN Code of Practice 2015.
- Concerns have been raised by parents/carers of the child
- Concerns have been raised by staff
- Liaison with external agencies
- Due to a health diagnosis
- We are alerted to possible social, emotional or mental health issues.

Children will be monitored by their class teacher and also the SENCO through the 'Assess, Plan, Do, Review' Cycle. A 'Cause for Concern' will be completed by the class teacher to help identify and monitor the child and the provision. If children are still not making sufficient progress after a half term, then they may be placed on the SEND register.

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*What are Special Educational Needs and Disabilities?*

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There are four areas stated in the SEND Code of Practice 2014:

Communication and interaction – Difficulty with different aspects of speech, language or social communication.

Cognition and Learning – moderate and severe learning difficulties including specific learning difficulties such as dyslexia and dyscalculia.

Social, Emotional and Mental Health Difficulties – Difficulties such as anxiety, depression or self-harming.

Sensory and/or Physical – difficulties such as visual or hearing impairment.

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*What additional resources are specifically related to the areas of SEN?*

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<p><b>Communication and Interaction (ASD and SLCN)</b></p> <ul style="list-style-type: none"> <li>• Effective classroom teaching with use of visual cues and support (Quality First Teaching)</li> <li>• Small group targeted interventions to develop skills in language and social interaction.</li> <li>• Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. This may include; Speech and Language therapists and the Complex Communication Needs Team.</li> <li>• All staff have completed CPD in relation to meeting pupils’ needs within the classroom and there is an on-going programme to update these skills.</li> <li>• All support staff are effectively deployed to ensure pupil progress, independence and value for money.</li> </ul>	<p><b>Cognition and learning (MLD, SLD, SpLD)</b></p> <ul style="list-style-type: none"> <li>• All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils.</li> <li>• Effective classroom teaching with use of visual cues and support (Quality First Teaching)</li> <li>• Systematic and effective teaching of phonics in the early years and across the school, as appropriate.</li> <li>• Communication with parents is of paramount importance and is judged to be highly effective.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas to close the gap between their peers and themselves.</li> <li>• Clear visual supports and displays.</li> <li>• The school will seek advice and possible assessments from outside agencies where necessary. This can include: The Learning Support Team or Educational Psychologist.</li> </ul>
<p><b>Social, Mental and Emotional Health</b></p> <ul style="list-style-type: none"> <li>• The school ethos values all pupils and their diverse abilities are equally celebrated.</li> <li>• The school’s behaviour systems are predominantly based on a positive approach.</li> <li>• The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised.</li> <li>• Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.</li> <li>• Support is offered and signposted to families in order to reduce the impact of any disadvantage.</li> <li>• Access to specialist support from Educational Psychologist</li> <li>• Small group or individual targeted interventions to develop skills in language and social interaction, such as Blob trees and social stories.</li> <li>• Access to the Thrive programme through a trained member of staff</li> <li>• Access to the School Nurse</li> <li>• Access to Family Support through the Family Front Door.</li> </ul>	<p><b>Sensory and Physical Needs</b></p> <ul style="list-style-type: none"> <li>• Advice and guidance is sought and implemented to ensure that barriers to success are reduced or removed. Access and support from The Vale of Evesham school outreach team</li> <li>• Access to specialist teachers and TAs, e.g. Hearing Impaired Team.</li> <li>• Access to specialist equipment and resources.</li> <li>• Staff receive training to ensure understanding of the impact of a sensory need upon teaching and learning.</li> <li>• Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. epilepsy, diabetes.</li> <li>• The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.</li> <li>• The SENCO or relevant teacher completes any necessary training in order to ensure their effectiveness in offering advice and guidance to other staff regarding the needs of pupils.</li> <li>• Fully accessible school building.</li> </ul>

<ul style="list-style-type: none"> <li>• There are a variety of lunch time activities to support all pupils but particularly those who are vulnerable pupils. Where necessary, personalised support is put in place, such as offering a 'quiet lunch time'.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to advice and support from NHS practitioners (e.g. Occupational Therapy)</li> <li>• Trained staff to support medical needs.</li> </ul>
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*What is the range of Provision for SEND children?*

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All our children are taught through effective Quality First Teaching. Our teachers have high expectations, taking into account the different learning styles of children in their class and continually assessing them through assessment for learning. Differentiating the curriculum helps children to achieve their full potential.

When children with SEND need more than Wave 1 (Quality First Teaching), interventions are delivered in a variety of ways to meet the needs of the individual. These may be small group or individual time limited interventions that will either be delivered by a teacher, school teaching assistant or an adult from an outside agency. This type of support can also be available for any child who has specific gaps in their understanding of a subject/area of learning.

If a child has been identified by the class teacher and SENCO (or a parent has raised concerns) as needing more specialist input instead of, or in addition to, Quality First Teaching and class-based intervention groups, then further support is often sought from external agencies such as Speech and Language therapists or an Educational Psychologist. Specialist professionals from external agencies may help by assessing children and offering specific targets and resources to help support SEND children better. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Those children whose learning needs are significant and complex and as such, require more than 20 hours support, may need individual, specific support provided by an Education, Health and Care Plan (EHCP). This means the class teacher and SENCO will have identified a child as needing a particularly high level of individual or small group teaching which cannot be provided from the current resources available to the school. Applications for EHC Plans are sent to the Local Authority for consideration and a panel makes the decision over whether to assess the child for an EHCP.

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*Who is responsible for SEND at Holy Redeemer Primary School?*

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Our SENCO, Mrs Rachael Barker, is responsible for:

- co-ordinating provision for children with SEN
- overseeing the day-to-day operation of the school's SEN policy
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Mrs. Barker can be contacted via the school office. 01386 552518.

Alternatively, you can email: [rb77@holyredeemer.worcs.sch.uk](mailto:rb77@holyredeemer.worcs.sch.uk)

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*What expertise and staff training is available to support pupils with SEND?*

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The school is fully committed to working with other agencies such as health, social care, local authority support services and the voluntary sector.

**Directly funded by the school:**

Educational Psychologist

Behaviour Support Team

Complex Communication Difficulties Team (Autism)

Learning Support Team

Paid for centrally by the Local Authority but delivered in school:

Speech and Language Therapy

Disability Outreach Service

**Provided and paid for by the Health Service but can be delivered in school:**

School Nurse

Occupational Therapy

Physiotherapy

Voluntary Organisation's

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

There is a wealth of experience amongst the staff. We currently have a member of staff trained in Thrive, we have a highly skilled TA who delivers Speech and Language Therapy to individuals and groups of children, TAs who have developed specific roles to support children's pastoral needs, including work with Blob Trees and Social Stories. All staff have received training about Attachment Disorder and Autistic Spectrum Disorders. Additional, specific training is arranged as and when it is deemed necessary.

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### *How is progress monitored?*

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In accordance with the SEND Code of Practice (2014), the process for responding to children identified as needing additional support, follows the four-step cycle called the Graduated Response.

- Assess – the child is assessed thoroughly to identify key areas of need.
- Plan – Plan provision that is needed to scaffold and support the child's learning
- Do – The planned support is put in place and monitored over a period of time.
- Review – Review progress against the child's targets.

Every child's progress is continually monitored by his/her class teacher. Their summative progress is reviewed every term and an age related assessment is given.

Children on the SEND register will have a 'My Plan', which will be reviewed at least once a term with the child and new targets set for the future. The class teacher and SENCO will also, through progress meetings, check that children are making good progress within any individual work and group sessions that they take part in.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child.

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### *How do we involve pupils and parents?*

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The class teacher is regularly available to discuss children's individual progress or any concerns that parents may have, and to share information.

The SENCO is available to meet with parents to discuss children's progress. To arrange an appointment please contact the school office. Alternatively, there is a parents Drop in Session every Wednesday afternoon between 2.15 and 3.15 when Mrs. Barker is free to chat through any concerns, or answer questions.

All information from outside professionals will be discussed with parents with either the person involved directly, or will be sent home in the form of a report.

A home/school communication book may be used too.

Teachers will meet with both parents and children to discuss 'My Plan' targets.

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### *How do we support transition?*

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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.

**When a child moves to another school:**

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that the child needs.

We will ensure all records are passed on as soon as possible.

**When moving classes within school:**

Information will be passed on to the new class teacher during a transition 'moving up' meeting, through discussion and/or the sharing of documentation.

If the child needs additional support then an individual programme will be devised and implemented, such as the new class TA will meet and work alongside the pupil in their current class, or a transition book (with photographs of where the cloakroom is and their drawer will be etc.) will be created and provided. Visits to the new classroom, prior to the start of term, will be encouraged, so that the pupil will be able to see where their peg and drawer are, and explore the classroom layout, in readiness for the first day of term.

**In Year 6:**

The Year 6 teacher will discuss any specific needs with the SENCO from their secondary school.

Where possible children will visit their new school for transition days.

Children will complete focused tasks about aspects of transition to support their understanding of the changes ahead and prepare them for secondary school.

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*How do we support Children who are looked after (CLA) with Special Educational Needs or Disabilities?*

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All CLA have Education meetings (either termly or 6 monthly depending on the child's local authority) when their Personal Education Plan (PEP) is reviewed. At this meeting core professionals and carers meet to discuss and review previous targets and to set new ones. We ensure that these targets are the focus of the child's 'My Plan'. How the child's Pupil Premium allocation is spent is also discussed at this meeting.

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*What complaints procedures are in place for parents of pupils with SEND?*

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If parents have concerns about their child's progress, they should speak to the class teacher initially. If they are not happy that the concerns are being managed and that the child is still not making progress they need to speak to the SENCO or head teacher. If they are still not happy, they should contact the school SEND governor, Mrs Ann Marie Wallbank.

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*Other relevant information and school policies include:*

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Worcestershire Schools Local Offer

There is a link in the SEND area on the school website.

The following policies can be accessed on our school website:

Teaching and learning Policy

Accessibility Plan

Equality Scheme

SEND Policy

Complaints Procedure

This SEND Information Report is due to be reviewed January 2021