



## Holy Family RC Primary School SEN Information Report

SEN Information Report 2024/5 – Holy Family RC Primary School (further details can be found on this website under Inclusion Policy)

*He took a little child and had him stand among them. Taking him in his arms, he said to them, “Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me.” Mark 9:36-37*

<p>1. The kinds of special educational needs for which provision is made at the school:</p> <ul style="list-style-type: none"><li>• COGNITION AND LEARNING Examples: SpLD: Dyscalculia, Dyslexia, Dyspraxia, short-term memory.</li><li>• SENSORY, MEDICAL AND PHYSICAL Examples: Diabetes, Asthma, Epilepsy, Hearing Impaired, Physical.</li><li>• COMMUNICATION AND INTERACTION Examples: ASD, Asperger Syndrome, Speech and Language.</li><li>• SOCIAL, EMOTIONAL AND MENTAL HEALTH Examples: behavioural difficulties, socialisation difficulties.</li></ul>
<p>2. Information, in relation to mainstream schools and maintained nursery school, about the school’s policies for the identification and assessment of pupils with SEN</p> <ul style="list-style-type: none"><li>• Early intervention is always our priority.</li><li>• We identify SEN through staff referrals, parent referrals, progress data, baseline testing and data information from previous schools and information from health and other agencies.</li><li>• We follow the current Code of Practice for Special Educational Needs 2014.</li><li>• Our school’s SEND policy can be found on the school’s website.</li><li>• Rochdale’s Ordinarily Available Provision is understood and applied by all staff in their work with children.</li></ul>
<p>3. Information about the school’s policies for making provision for pupils with SEN whether or not pupils have EHC plans, including</p> <p>a. How the school evaluates the effectiveness of its provision for such pupils</p> <ul style="list-style-type: none"><li>• Our approach is inclusive. We believe in fully including all of the children in the life of the school.</li><li>• We make reasonable adjustments as appropriate and defer to Rochdale OAP for guidance.</li><li>• Quality first teaching takes place in every classroom.</li><li>• Early intervention is always our priority.</li><li>• We use a graduated response (waves of intervention) model.</li><li>• We evaluate individual /provision map targets 3 x a year.</li><li>• We track pupils’ progress in terms of NC age related expectations and this takes place 4 times a year.</li><li>• Our monitoring is carried out by the inclusion manager and class teachers termly</li><li>• We review our SEN policy annually.</li></ul>



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- We take feedback from pupils and parents.
- We measure the impact of interventions.
- We regularly review pupil outcomes and progress.
- We map the provision of pupils across the school.

### b. The school's arrangements for assessing and reviewing the progress of pupils with SEND

- We evaluate individual/provision map targets 3 x a year.
- We track pupils' progress in terms of the National Curriculum and this takes place 4 times a year.
- The progress of children with SaLT is assessed and reviewed regularly throughout the year.
- We follow a cycle of: consultation meeting - set targets - review targets that take place for children with EP involvement.
- Parents are formally consulted in the summer term during which APDRs are discussed and reviewed.
- For children with EHC plans, an annual review takes place once a year. Interim meetings may also be held as required or deemed necessary.
- When assessing SEND children, consideration is given to their needs e.g. a reader, a scribe, extra time or rest break may be necessary. Generally, whatever support is provided in the classroom is provided as far as is permitted during tests.
- We hold progress meetings regularly with the head teacher.
- Initial concerns are discussed with SENCO, followed by meeting with parents, followed by referrals to outside agencies if appropriate or placement on appropriate intervention programmes set in place.
- We instigate EP assessments and other assessments through health, social care and other agencies such as Rochdale Additional Needs and SLT as appropriate.

Further information on the implementation of our SEN Policy can be found on the school website.

### c. The school's approach to teaching pupils with SEN

**At Holy Family RC Primary School, we believe that every teacher is a teacher of every child.**

- The fundamental aim of our school, and the very reason for our existence, is to enable each child who attends to embrace and fulfil their unique, God given potential.
- Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families to make high aspirations a reality for every child.
- Quality first teaching takes place in all classrooms. Ofsted (2020) said 'Leaders hold the same high ambitions for pupils with special educational needs and/or disabilities (SEND). Staff know these pupils well and adapt lessons effectively.'
- Provision for children with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility. At the heart of the work of our school is a continuous cycle of planning (plan, do, assess and review), teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children will learn and progress within these arrangements.



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- Those with SEND will receive support that is additional to or different from the provision made for other children. Through the induction process of home visits and transition meetings with Early Years settings/SENCO team, we identify children with particular needs on admission to the Foundation Stage and as they move through the school. Assessment of children may include observation of children's social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests, which will enable peer group comparisons to be made.
- In making assessments we consider the whole child and recognise that some children require additional resourcing to extend and fully develop their potential. Our school will endeavour to respond to every particular need.
- Children who speak English as a second language may also require additional modified programmes and adaptation of the curriculum.

### d. How the school adapts the curriculum and learning environment

- In the classroom school acts upon advice from all external agencies. We refer to the Rochdale OAP document to create an effective learning environment.
- Use of coloured overlays, highlighting pens and reading rulers for children with dyslexic traits are used as common adaptations for those with dyslexic tendencies
- Pupil Premium funding is used as appropriate to direct resources to where they are needed.
- The curriculum is scaffolded and adapted to meet the needs of SEND children.
- All classrooms are learning friendly: a range of resources and materials are used as appropriate to support learning at every level.
- The use of Kagan structures, targeted questioning, 'no hands up' and immediate feedback within lessons combine to support learning and progress for all children.
- Teachers carefully assess all pupil's learning in a timely manner- giving immediate feedback to move learning forward.

### e. Additional support for learning that is available for pupils with SEN

- There are currently 230 children on roll
- We have 10 teachers and 14 TAs working in our school. Most are trained to deliver a number of intervention programmes throughout the school.
- There are a number of volunteers gaining school experience. Effective deployment of staff helps to maximise learning potential for all children.
- A speech therapist is employed to advise staff and work with identified children.
- A social worker from CARITAS, counsellor and a play based worker from Place2be provide additional pastoral support where needed.
- Targeted intervention programmes are in place for children who require extra support. These include:

**Speech and language:** speech therapy, WellComm, modelling, kagan structures, BLANKS, Small steps (phonics)

**Reading:** RWInc, IDL, reading partners, better readers, paired reading, small steps phonics, 1-1 daily readers, inference training

**Writing:** Line guides, write away together, TA support, clicker, write dance



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**Phonics and spelling:** IDL, precision teaching, RWInc, small steps phonics

**Numeracy:** Mastering number, wave 3 maths, arithmetic boosters, precision teaching,

**SEMH:** Friendship groups, circle time, play therapy, counsellor, school based social worker, Rainbows groups

**Motor skills:** OT pre-referral skills, line guides and squares, dough disco, funky fingers

We map interventions for individual children and review the effectiveness of them termly.

- We follow the SEN Code of Practice 2014.
- We provide individual APDR plans with smart targets using Edukey.
- For children with SpLD, advice, recommendations and targets suggested by external agencies are used e.g. EP, SLT, HI, VI, ASD, ADHD/ADD and Clinical Psychology. These targets form part of the child's individual targets.
- We follow programmes and advice given by SLT therapists. We employ 1 day a week a speech therapist who is responsible for delivering individual/small group SaLT programmes to children in Yr N-Yr 6. They are timetabled to work with her and she evaluates their programmes, sets new targets. Targets are shared with parents and they are advised of how they too can help at home.
- We use specific resources where necessary, including technology. We utilise Pupil Premium funding as appropriate.
- Our school is a communication friendly setting. On entry into Nursery and Reception, children's SLT is baseline assessed. Children are then placed into groups according to SLT needs and programmes are delivered in-house throughout the school year. Children are re-assessed at the end of each term. The assessment may also lead to individual referrals for some children or whole class practice to benefit all children e.g. BLANKS. SaLT information is shared with parents and they are advised of how they can help at home.
- We teach an adapted curriculum with quality first teaching as our focus. Further support and intervention is matched to individual needs and provides a personalised programme for children where required.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum; and include

- All extra-curricular activities
- Breakfast Club & After Care Provision
- Holiday school care
- Residential trips
- Learning outside the classroom



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### g. Support that is available for improving the emotional and social development of pupils with SEN

- Learning Mentor
- EP advice
- RANS advice e.g. children with social communication difficulties
- Lego therapy
- School counsellor
- School based social worker
- SULP groups
- Rainbows
- Place2be

### 4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

Gwyneth Walker      01706 640480      gwalker@holyfamilysch.rochdale.sch.uk

### 5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

- The school has an experienced SENCO who is also a member of the leadership team. She has ½ day release to manage SEN in the school.
- The school has 14 TAs.
- TAs are trained to deliver RWInc phonics, Better Reading Partnerships, BLANKS, WellComm and IDL
- We actively seek CPD training relevant to the needs of our children.
- Six are trained First Aiders who have recently re-qualified. Six staff are AED trained. All staff have undergone online First Aid training
- Teaching staff are Clicker and Team Teach trained
- Training on diabetes, allergies, asthma and epilepsy for staff is delivered annually
- The school receives LA staff support from trained personnel (Educational Psychology, HI, VI, Communication difficulties and motor skills)
- Support and advice is given by the SENCO; assisting writing targets, monitoring targets, tracking progress of SEN children.
- Towards the end of school year, teachers meet with the class's next teacher to handover SEN and to write targets together, ready for the new school year.
- Progress meetings take place four times a year with the Head teacher. These may also lead to consultation meetings with SENCO regarding the progress of SEN children.
- The SENCO will organise training on a needs basis.
- The DHT and Senco receive 'Train the Trainer' training and deliver to staff

### 6. Information about how equipment and facilities to support CYP with SEN will be secured



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- Discussion with the agencies involved.
- Discussion with the parents.
- Discussion with the head teacher.

### 7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

- Throughout the year, there are two Parents' Evenings and end of year annual report to parents.
- Target review meetings are in line with the school's assessment schedule and take place 3 times per year about which parents are informed/involved. Once a year parents are formally consulted and recommendations for new targets reviewed and set.
- Progress and outcomes are also discussed during consultation meetings with the school's EP. Parents are given a report and a discussion takes place regarding the outcome of any EP assessments.
- Progress and outcomes of assessment by other agencies are also discussed during consultation meetings.
- The progress of children with EHC plans is discussed at their annual reviews. At their Year 5 annual review, transition to high school is discussed with parents and the LA. Additional interim meetings may also take place.
- Parents may be invited into school to discuss their child's progress at any time.

### 8. The arrangements for consulting young people with SEN about, and involving them in, their education

- Children are supported where necessary to think of areas for improvement and how to develop in these areas in school and at home.
- Children are consulted as part of the One page Profile process (Pupil passport)
- Children are encouraged to share ways in which they can be helped.

### 9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

- The first point of contact is the class teacher followed by the SENCO and then the head teacher.
- In the event that a complaint cannot be resolved, then the matter will be referred to the Chair of Governors.

### 10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children

- We have a named school nurse
- We employ the services of a speech therapist, counsellor and a school based social worker



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- We liaise closely with the school EP, RANS and the relevant health and social care professionals such as HI, VI, OT, and SLT.
- The Head teacher report provides governors with a SEND update each term.

### 11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

- SENDIASS (Rochdale)
- Parents are supported through the LA Local Offer, of which the school is part. The LA's Local Offer signposts the relevant services for parents and we work closely with parents in school to help them find the relevant help and support for them.
- The Rochdale OAP pilot engages school staff and parents in supporting SEND children in mainstream schools.

### 12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

- The LA's Local Offer signposts to the relevant services for parents and we work closely with parents in school to help them find the relevant help and support.

### 13. Information on where the local authority's local offer is published

- Rochdale LA's Local Offer can be found on <https://www.ourrochdale.org.uk/localoffer>
- Holy Family RC Primary School's Local Offer forms part of the LA's Local Offer. Our Local Offer is available on the school's website [www.holyfamilyrc.rochdale.sch.uk](http://www.holyfamilyrc.rochdale.sch.uk)