

Holy Name Catholic Primary School

SEND Information Report

2019/2020

SENDCo: Mrs Helen Perry
Contact: 0151 525 3545

SEND Governor: Miss Frances Sibert
Dedicated SEND time: 9 hours over 5 mornings.

Local Offer Contribution:

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all pupils in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements. Underpinning ALL our provision in school is the graduated approach cycle of: All teachers are responsible for every child in their care, including those with special educational needs.

Assess: All class teachers regularly assess pupils each half term according to the new curriculum and banding system for assessment. If any teacher has any concerns regarding a pupil in their class discussions will take place between themselves and the SENDCo. Parents may also be involved in these discussions.

Plan: The class teacher and the SENDCo will then plan additional support to be put in place for the pupil either through wave 2 or wave 3 interventions or in class support.

Do: The pupil will complete a programme of support (varying in length depending upon need) from within school or from outside agencies.

Review: The pupil's progress will be reviewed at the end of the half term / the end of the programme and a discussion will be held as to whether or not the child needs to receive additional support or the support will end.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

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SEND Needs:

Pupils with SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

- * SENISS support (Early Years)
- * Speech and Language – Shine Therapy

2. Cognition and learning

- * Group interventions
- * One to one interventions
- * Precision Teaching

3. Social, emotional and mental health

- * CAMHS
- * Seedlings Intervention from YPAS

4. Sensory and/or physical needs

- * SENISS support (Early Years)

As of October 2019, we have 26 children or young people receiving some form of SEND Support, through either interventions in school or support from our outreach providers.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, lesson observations of group and one to one interventions and data analysis.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through: Parents evenings, written reports, One Page Pupil Profile targets.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. All members of staff receive regular training on different aspects of SEND training. The SENDCo receives regular updates and training on SEND and changes in SEND legislations through School Improvement Briefings and Consortia meetings.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age. Support staff also plan and implement group interventions and one to one interventions in Key Stage 1 and 2 during all afternoons.

School External Partnerships and Transition Plans

Our academic assessment for pupils with special educational needs is moderated through our cluster of schools and neighbouring partners. We closely monitor pupil's destination data and it is the responsibility of the SENDCo to pass on all primary SEND records to Secondary school during the Transition Day.

Complaints

Our complaints procedure is available on the school's website.

What has and has not worked this year

The following areas for development are being currently addressed:

- * Effectiveness of provision in narrowing the gap between pupils identified as SEN Support and their peers, capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting. We are currently assessing all interventions and the progress made.

- * The proportion of students at SEND Support and with EHC Plan making and exceeding expected progress.
- * Proportion of pupils identified as SEND Support participating in extra- curricular activities.
- * Proportion of pupils identified as SEND Support represented in specific groups e.g. School Council.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- * Learning walks.
- * Evaluation of data.
- * Pupils and parent feedback and collaboration and how this impacts on development.
- * Introduction of Shine Therapy to support Speech and Language progress in school.

In preparing this report we have included staff, parents and children and young people through sharing the policy with all.

Relevant school policies underpinning this SEND Information Report include:

- * SEND Policy

Legislative Acts taken into account when compiling this report include:

- * Children & Families Act 2014
- * Equality Act 2010
- * Mental Capacity Act 2005

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