



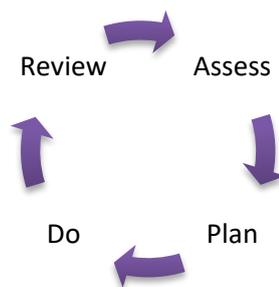
SENDCo: Mrs Helen Perry
EYFS SENDCo: Mrs Cathy Hughes
Contact: 0151 525 3545

SEND Governor: Mrs Julie Brown
Dedicated SEND time: 9 hours over 3 mornings.

Local Offer Contribution: <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

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 scaffolded 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 demonstrate 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: Class teacher assessment is carried out on a daily basis to inform future planning. Live marking is in place in some subjects so that errors or difficulties can be identified and addressed immediately or within a short time, all class teachers 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 will be invited to take part in these.

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 about 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. These agreed outcomes enable you to and hold both our internal/external providers and ourselves to account.

SEND Needs:

Pupils with SEND are generally thought of in the following four broad areas of need and can access support through some of the following outside agencies and interventions:

1. Communication and interaction

- * SENISS
- * Speech and Language – Shine Therapy
- * Language Box

2. Cognition and learning

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

3. Social, emotional and mental health

- * CAMHS
- * Seedlings Intervention from YPAS
- * ADHD Foundation (EYFS and KS2)
- * Lego Therapy

4. Sensory and/or physical needs

- * SENISS support
- * VI Sensory Team
- * OT Services

Teachers plan for the children in their class and will scaffold lessons to take account of their ability, interest and learning styles. Learning Support Assistants support children in class or through specific interventions to enable children with SEND to access the curriculum or give 1-1 support through Top up Funding/EHCP - for identified children. Children may access several school-based interventions and strategies, some of which are identified above in order to close the gap for children who are experiencing difficulties.

As of October 2021, we have 43 children or young people receiving some form of SEND Support, through either interventions in school or support from our outreach providers. We currently have 3 children with an EHCP.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, scrutiny of work, 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.

Initials of Person	Qualification
AR	NPQEL, NPQH, LLE,
NM	NPQH
CB	NPQH, MAST
HP	PG Cert in SEND, Sign-a-long (Foundation Level)
MC, DM	ELSA in Training
CH	Sign-a-long (Foundation Level)

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 be 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, overseen by the class teacher. Consideration is given to which staff have the best skills to work with pupils and are deployed according to need.

School External Partnerships and Transition Plans

Our academic assessment for pupils with special educational needs is moderated through our cluster of schools (Consortia) 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. Additional transition plans are put in place for those pupils who require enhanced support.

Complaints

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

<https://www.holynamecatholicprimary.co.uk/school-policies/>

This year we have had 0 number of complaints.

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 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
- * Behaviour Policy
- * Teaching and Learning Policy
- * Marking Policy
- * Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

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

Completed by: Mrs Helen Perry

School Name: Holy Name Catholic Primary School