

SEN Policy and Information Report

Holy Spirit Catholic Primary School



Our school is a place where we respect the views and value the opinions of everyone.

We encourage the development of behaviour and attitudes which reflect the life of Christ and the teachings of the gospel and so nurture the appreciation of every individual regardless of race, gender, colour or creed.

We endeavour to involve teachers, parents, governors and the wider community in the spiritual, intellectual, emotional and social development of our children.

We strive to help our young people become more independent, making their own decisions and taking responsibility for themselves and others.

“Jesus holds my hand and guides me on my way”

This policy was approved by	
Name:	
Position:	
Date:	
Review Date:	

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1. Aims

Our SEN Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Holy Spirit we are fully committed to an inclusive ethos. We ensure all pupils with Special Educational Needs and/or Disabilities (SEND) are valued and respected members of our school. We recognise that there are many diverse educational needs and we ensure that every pupil with SEND receives the support that they need. We offer a range of provision to support children in our school with communication and interaction needs, cognition and learning difficulties, social, mental and emotional health difficulties, and sensory and physical needs. We aim to support our pupils so that they feel fully included within the school community, in order to achieve their best and become confident individuals.

We provide a broad and balanced curriculum for all our pupils and aim to identify and remove barriers to learning for our SEND learners. We aim to ensure that our provision enables our SEND learners to make the best possible progress and achieve their full potential. Quality First Teaching forms an essential component in the support we provide, however on some occasions, some pupils may benefit from additional support and intervention. Intervention support is carefully tailored to meet individual need so that progress for all our pupils can be maximized.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice, 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report

- [The Equality Act, 2010](#), which protects members of our society from discrimination

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

The SENCO

The Acting SENCO is Lorraine Chester, Lorraine can be contacted via email at: lorraine.chester@sefton.gov.uk. Lorraine is currently supporting school one day a week, the overall responsibility for SEN resides with the Executive Headteacher Clare Roberts.

The Executive Head, Clare Roberts has overall responsibility for SEN within the setting. Clare can be contacted via the school office.

She will:

- Work with the Senior Leadership team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at Governors meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

As headteacher will:

- Work with the Senior Leadership Team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

All teachers are teachers of children with special educational needs.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.4 Teaching Assistants and Learning Support Assistants

At Holy Spirit class staff work together as a team to support the needs of all pupils.

Teaching Assistants and

Learning Support Assistants may support pupil needs by:

- Working under the direction of the class teacher to implement supportive strategies and approaches for pupils with educational needs
- Supervising and assist individual/small group activities set by class teachers
- Implementing intervention programs set by the class teacher or by outside agencies
- Seeking to enable children to become more independent in their learning
- Providing feedback to class teachers
- Encouraging pupils to interact with others and to actively engage in activities led by the class teacher
- Supporting pupils with personal care with the agreement of parents/carers
- Modelling desired behaviours
- Working 1:1 with some pupils for some support sessions, under the direction of the class teacher

5. SEN information report

Types of SEN supported in our School

Our school is working hard to improve its' offer to all our SEN pupils.

It currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

School follows the cycle of Assess, Plan, Do, Review, also known as the Graduated Approach, which is detailed in the Code of Practice to support our pupils with SEN. School are developing robust approaches to support SEN pupils at each step of this cycle.

Identifying pupils with SEN (Assess)

Holy Spirit places the utmost importance on early identification of pupils with SEN. Children's progress is monitored by class staff. School are currently developing the use of small step tracking and assessment tool, to further refine the monitoring of SEN pupils progress.

Staff have received training to support and develop their skills when identifying pupils with SEN. School follows the criteria in the SEN Code of Practice, 2014, 6.17 when identifying pupils with learning difference. Class Teachers with the support of Senior Leaders:

should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This approach implements the school's SEN Policy (see above).

Class staff act promptly to share concerns they may have regarding pupil progress with the SENCO and Senior Leaders and listen and respond to concerns raised by parents as part of the identification process.

School has worked to develop robust approaches to assessment to further support identification of pupils with SEN or who are making limited progress. This includes the use of speech and language assessment tools, (Wellcomm), reading assessments (school is introducing the use of Salford Reading Test), phonic assessments, Maths assessments (including Sandwell Early Number Test) and Boxall Profile. This is used to identify if pupils have gaps in their social and emotional profile.

Children’s progress is monitored and discussed at Pupil Progress Meetings held between the Senior Leadership Team and the class teacher. These meetings identify pupils who may not be making expected progress and require additional support. Concerns are shared with the SENCO who supports class staff with the process of identification and with advice on ways forward.

School is working to put in place timely referrals to Outside Agencies. This information is used to help school to build a full and detailed picture of a child’s learning needs.

Pupils identified as SEN in Holy Spirit and Categories of SEN Need:

	Number of pupils	Percentage of school population	
Number of pupils on roll (including 15 Nursery pupils)	199	100%	
Total number of pupils with SEND	48	24%	
National Percentage of pupils with SEND (Jan 2020)		17.3%	
Primary Area of Need at Holy Spirit		% of SEN Population	% of School Population
Cognition and Learning (including MLD)	18	37.5%	9.0%
Communication and Interaction (includes ASD)	17	35.5%	8.5%
Social, Emotional and Mental Health (includes ADHD)	10	20.8%	5%
Physical/Sensory	3	6.2%	1.5%
High Needs Funded Pupils	6	% of SEN with Top-Up Funding	% of school population with Top Up Funding
		12.5%	3%
Pupils with EHC	0	0	

Main category of Need: Cognition and Learning; second category of need: Communication and Interaction. School is planning further training on Reading in the Spring Term 2021.

Communication and Interaction Needs are the main need in Early Years Foundation Stage, with some pupils receiving a diagnosis of Autism as they move through their school career. Training in Autism Awareness is planned in the Spring and Summer Term 2021.

Planning

Class teachers ensure that their planning considers the needs of all pupils within their class.

SEN Support Plans are in place for pupils at SEN Support Level. Staff have worked hard to ensure plans reflect pupil’s strengths and barriers to learning, Quality First strategies in place to support SEN pupils in class, and that clear outcomes are set for all SEN pupils. SEN Support plans also provide information as to how these outcomes will be met.

Plans include details of intervention support in place.

Parents and children's views are included in plans when they are written, and school has recently put in place regular review meetings with parents (in-line with Parent's Evening dates) to share and discuss plans and ways forward.

Supporting our SEN Pupils

School is implementing a Graduated Response when supporting pupils with SEN. The Graduated Response provides the follow support steps:

Tier 1:

Quality First Teaching is the first step in supporting our pupils with learning needs. Through the school's Quality First Offer, teachers make immediate adjustments to ensure all pupils can access the curriculum successfully.

Holy Spirit makes the following adaptations to ensure all pupils' needs are met by:

- Making adjustments to the classroom environment
- The targeted use of support staff
- Using the most appropriate supportive materials, such as laptops, visual timetables, word and spelling mats, concrete materials
- Making appropriate adaptations to our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using visual prompts
- Differentiation by resource, support and simple adjustments to learning tasks, to ensure pupils have opportunities to embed basic skills

Tier 2:

Additional and Different Support (SEN Support Level)

Some pupils may need additional interventions to enable them to make progress in their identified area(s) of need.

School currently delivers the following intervention support:

- The delivery of individual programs provided by outside agencies (e.g. Speech and Language programmes, Occupational Therapy programmes)
- Reading intervention (additional targeted daily reading sessions)
- Phonic and Spelling intervention
- Maths intervention
- Pastoral Support (which includes individual sessions with the school's Learning Mentor)
- Social Communication Skills interventions (to develop self-esteem, positive interactions, positive behaviours) led when appropriate, by the Learning Mentor
- Additional adult support may be required during some learning sessions and staff are aware of the importance of developing skills which can be used independently to promote progress

School are working to develop a system by which a pupil's SEN Support Plan becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. The class teacher holds the responsibility of managing and implementing the plan's actions. If they feel that the plan is not working at any time,

they are encouraged to speak to the SENCO and to Senior Leaders for further advice and support.

Tier 3:

Some pupils may have significant lifelong needs, which require highly specialist intervention support. School may make a request for an Education Health Care Plan Assessment for pupils with significant needs. This is to ensure that the most effective provision is put in place to support SEN pupils with their progress and learning. Specialist interventions provided by outside agencies will be implemented as part of the provision for these pupils. Pupils at EHCP level will require a highly personalised curriculum and may also require additional adult support to implement the provision required.

Reviewing SEN Pupil Progress and SEN Provision

As explained above, school are implementing a system whereby SEN Support Plans are reviewed with parents on a termly basis, and class staff are developing their use of plans as a working document. New outcomes are shared and agreed with parents at these meetings.

At the review with parents, (or at any point where concerns are raised by staff or parents) further options may also be considered. These may include the request for advice from outside agencies such as Speech and Language or Occupational Therapy, or may include the decision to apply for an Education Health Care Assessment if the pupil is making little progress despite the school having put in place relevant support over a period of time.

The effectiveness of the provision is monitored through the following steps:

- Tracking of children's progress using the school's tracking and assessment systems
- Pupil Progress Meetings held between the class teacher and Senior Leadership Team, at these meetings provision for the pupil will be considered and the impact this is having will be discussed
- Senior Leaders monitor the school's Quality First provision through classroom observations
- The SENCO with the Senior Leadership Team will closely monitor the quality of interventions through lesson observations
- Meetings are held between the class teacher and SENCO to share concerns and suggest ways forwards
- Senior Leaders monitor provision through learning walks and book looks

Transition Arrangements

Transition can be an anxious time for children with SEND and we aim to make these times as smooth and successful as possible.

Transition Between Classes and Key Stages:

Transition for SEN Pupils between classes and key stages is carefully managed to ensure that pupil needs continue to be met throughout the pupil's school career. Being a one form entry setting, pupils are very familiar with staff from different year groups. Staff support transition by providing:

- opportunities to meet their new class teacher and visit their new classrooms

- information is shared between class staff so that strategies which have proved supportive can continue in their new class.

Transition to Secondary Provision:

- The SENCO and Year 6 Teacher work together so that all information is passed to the SENCO in the new Secondary School and explain how adjustments can be made to help your child make progress
- The SENCO meets with the Inclusion Consultant from the Local Authority to share the names and needs of pupils on the SEN List so that pupils requiring Enhanced Transition can be identified and supported by this agency

Some SEN pupils will benefit from an Enhanced Transition

This may involve:

- additional visits to their new school
- opportunities to attend taster sessions/Summer School Sessions
- opportunities to meet with key members of the Secondary Staff
- the sharing of sample timetables and an example of the School Planner
- where a Year 6 pupil has an EHCP, an enhanced transition will be arranged with the receiving school, according to their policies and the needs of the child

Staff Development

School put in place a training package throughout the year, aimed at the professional development so they can deliver effective support at Quality First and SEN Support Level. Senior Leaders engage with a range of outside agencies to ensure that training is put in place which addresses the primary needs of pupils within the setting.

Recent Training for staff has included:

Quality First and SEND

ADHD Training – Raising Awareness and Supportive Strategies

Nurture Training

Boxall Training – the use of the Boxall Profile as an assessment tool

Early Fluency Programme – Training for identified staff on early reading and writing interventions

Use of the Salford Reading Test

On-site, class-based support: Quality First and ASD Friendly Environments

Behaviour Training

Further Training is planned for Spring and Summer Term 2021 to target identified areas of pupil need, this includes:

The use of the Autism Education Trust Progression Framework

Developing Awareness and Understanding of Autism

Reciprocal Reading Approaches for SEN Pupils

Parent/Carer Support

School is developing open and responsive partnerships with parents/carers to support our families and to support our SEN pupils. Staff hold early discussions with parent/carer's to share initial concerns when identifying pupils with SEN, and this ensures that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents'/carers' have opportunities to share their concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If the pupil moves to SEN Support levels:

- SEN Support Plans are shared so that parents'/carers have a clear understanding of the outcomes sought for their child and how this will be delivered
- SEN Support Plans are reviewed with the parent/carer so that everyone is clear on the progress made towards outcomes and the next steps to move the child forward

Holy Spirit recognises the importance of using the parents'/carers own distinctive knowledge of their child to develop supportive approaches for the pupil. Holy Spirit will involve parents in making decisions wherever possible.

Outside Agency Support

If a pupil's needs require additional specialist support, school may seek to engage with an Outside Agency. Holy Spirit recognizes the importance of timely referral to Outside Agencies and is working to develop systems and processes to ensure that pupils receive the support they require.

School always engages with parents/carers to request permission when referring to outside agencies for support.

The following agencies provide school with support:

Educational Psychologist

Inclusion Consultant

Complex Needs Team

Early Years Team

Social Communication Team

Speech and Language Therapy

Occupational Therapy
Physiotherapy Services
CAMHS
Social Care
Counselling Services

Outside agencies provide support and advice to teachers and teaching assistants, this may take the form of providing or recommending specific intervention programs or providing advice on strategies to support pupil progress.

The School Nurse, Ruth Norbury is also available to provide support for pupils with health needs.

Engaging in the full life of the school

Holy Spirit is a fully inclusive setting. Extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports activities, school plays, school celebrations, visits to Church, and educational visits which support the curriculum.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Arrangements are put in place to support pupils with disabilities in discussion with parents, so that all pupils can engage in the full life of the school. School undertakes an Access Assessment with relevant outside agencies (usually OT and the Complex Team) to ensure that the school is fully prepared and resourced with specialist equipment should this be required.

What is going well?

- Senior Leaders are prioritizing SEN as a focus on the School Improvement Plan
- Senior Leaders undertake regular reviews of Quality First provision to monitor the quality teaching in place for SEND pupils
- Class teachers are accessing training on aspects of SEN so that effective strategies can be implemented
- Class teachers are developing their competencies in providing quality teaching and learning and differentiated learning experiences for all children
- Referrals to Outside Agencies are beginning to be made in a timely manner

- **What are the areas of focus for improvement?**
- Class teachers are developing their skills so that pupils with SEN are identified early
- SEN Support Plans are being developed to ensure that each pupil has a robust plan in place to improve their outcomes
- Continuous Professional Development responsive to cohort needs is a school priority
- Tracking and monitoring systems are being refined to ensure that targeted outcomes are put in place for SEN pupils
- Waiting times for referrals to Health practitioners can sometimes be long, this can delay timely support for pupils with specific needs

- School are seeking to develop a system to support parental opt-in to outside agency support (particularly for SALT and OT referrals)

Who do I contact if I am unhappy with my child's progress or well-being?

- Please talk to your child's class teacher in the first instance
- You can also discuss your concerns with the Head Teacher, Clare Roberts. Please call the school office to arrange a meeting.

The local authority local offer

Our local authority's local offer is published here: <https://www.sefton.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.