



**Holy Family Catholic Primary School
Special Educational Needs and Disabilities (S.E.N.D)
Information Report - Updated September 2021**

We pray together, we play together, we learn together.

As part of recent Special Educational Needs & Disabilities (SEND) reforms, Local Authorities must publish their Local Offer and Schools must publish their School Offer – SEND Information, as stated in the new SEND Code of Practice. The Knowsley Local SEND Offer can be found on the Knowsley Council Website www.knowsley.gov.uk and the Halton Local SEND Offer can be found on the Halton Council Website www.halton.gov.uk

This document outlines Holy Family School’s SEND Offer and SEND Information.

		
The Special Educational Needs Co-ordinator (SENCo) at Holy Family School is Mrs E Mitchell.	The Learning Mentor (LM) at Holy Family School is Mrs D Featherstone.	The Headteacher and Safeguarding Lead at Holy Family School is Mrs H Rooney.

Our SEN Policy is available to read on our school website

At Holy Family School Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences.

Together we take pride in making a positive contribution to our school and the wider community.

1. How will Holy Family School know if my child needs extra help?

We will know if a child needs extra help if

- a parent, teacher, staff member or child raises their concerns
- limited progress is being made
- attainment is well below age-related expectation
- there are changes in well-being, behaviour or progress

If Holy Family School feels that a child has Special Educational Needs

- a meeting will be arranged with parents to discuss the concerns and the support being put in place.
- the child's name will be added to the school SEND register.
- appropriate support will be provided by the class teacher and this will be monitored by the SENCo.

'SEND pupils make strong progress because of the tailored support that they receive.' OFSTED 2018

2. What should I do if I think my child has Special Educational Needs?

- Inform class teacher.
- Arrange meeting with SENCo – Mrs E Mitchell.

3. How will teaching at Holy Family School be tailored to my child's needs?

- Work is carefully differentiated to match all children's needs
- Support from the teacher or teaching assistant will be provided on a small group basis, or one to one if deemed necessary.
- If support from a Specialist SEND teacher is deemed necessary, this will be arranged by the SENCo.
- Your child will have an Personal Provision Plan (PPP), previously known as an Individual Education Plan (IEP), this is called a Play Plan in Early Years.
- Specific targets will be set according to identified needs and these will be shared with your child.
- Progress towards these targets will be monitored closely and reviewed regularly. These reviews will involve discussions with parents.
- Resources will be provided/adapted to match your child's needs.
- Teaching is designed to tailor to a variety of children's needs and learning styles. Lessons are fun, active, engaging and are done with a multisensory approach.

4. What resources are available to support my child's needs?

- We have a Community room with storage for resources that provides a safe and quiet space for children to work in groups or 1-2-1 with an adult.
- We have support from experienced TAs who work closely with our specialist teachers to carry out activities and provide support depending on a child's individual needs.

- We have access to a variety of professionals in Knowsley and Halton who can support our SENCo and teachers and provide them with high quality training and resources where necessary.

5. How will I know how my child is doing?

- There will be Parents' meetings three times a year (usually November, March, and July) where your child's work will be available for you to look at and you can discuss your child with the class teacher.
- SEND Review meetings will be arranged three times a year where reviews of IEPs and progress made will be shared (prior to each parents' meeting), and new IEP targets will be decided and agreed. The new IEP will be sent home for your information.
- A written report of progress and attainment will be provided yearly (July).
- YR & Y1 parents regularly receive 2Simple learning stories.
- Informal discussions and additional appointments may be made with class teacher/SENCo wherever needed.
- If your child has an Educational Health Care Plan (EHCP) then they will, in addition to parents meetings, have an annual review as part of this documentation where targets will be discussed, reviewed and agreed.

6. What support will there be for me as a parent to support my child?

- The class teacher will suggest ways to support your child at home and these will be detailed on their PPP.
- Parents can arrange a meeting with the SENCo for further support where necessary. The SENCo will offer guidance, and will signpost parents and carers to further information where necessary.
- A Specialist SEND Teacher, if working with your child, may also offer ideas and strategies to be used at home and these will be shared by the class teacher. You will have the opportunity to discuss your child's targets with the specialist teacher if they are working with your child.
- External agencies, if consulted, will offer strategies to be used at school and at home. All findings and reports will be shared and discussed with parents.
- The Learning Mentor can offer support to families where there are difficulties supporting your child at home.

'The SEN leader closely monitors the impact of the support provided, making adjustments where necessary. As a result, the needs of these pupils are met, and they make good progress from their starting points.' OFSTED, 2018

7. What support can I access through the Local Authority?

- You can access support and help via SENDIASS at your Local Authority
- SENDIASS offer impartial advice to support parents of children with SEN
- We are a Knowsley school and depending on where you live and the doctors you are registered with, you will be able to access either Halton or Knowsley

Local Authority

- Halton SENDIASS <https://sendiasshalton.co.uk/>
- Halton Local Offer <https://localoffer.haltonchildrenstrust.co.uk/>
- Knowsley SENDIASS <https://liverpoolandknowsleysend.com/>
- Knowsley Local Offer <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

8. What support will there be for my child?

- At all times your child will be supported by the class teacher and teaching assistants, the learning mentor and the SENCo, who are all available to discuss any concerns with your child.
- Each child with SEND will have a child-friendly Personal Provision Plan (PPP) or Play Plan which will detail specific areas of need. This will be planned and discussed with the child and their views will be given full consideration. (The level of input from the child will depend on their age and ability to contribute.)
- For specific areas of need, intervention work will be provided and progress regularly assessed.
- All class work will be adapted and differentiated to cater for your child's needs.
- Your child may receive additional support from a Knowsley Specialist SEND teacher or behaviour specialist, usually in small groups, or on a one to one basis if necessary.
- If it is felt that a pupil needs additional support from an external agency, then a referral will be made with parents' consent. Parents will be invited to be a part of any referral to give their voice and experiences.
- Your child may then be assessed by the relevant outside agency/ies.
- Depending on the outcome of the assessment, a programme of support may be provided by school, or by the outside agency.
- If your child has a medical need, then a care plan is compiled and shared with all staff.
- If your child needs support emotionally or socially, the learning mentor will work to support them and will liaise closely with their teacher to provide resources and a plan to support and develop where they are at emotionally.
- All support for children with SEND will be monitored closely by the SENCo.
- The school has a robust tracking system, which is closely monitored. Termly progress meetings allow class teacher, SENCo and Headteacher to discuss in detail the progress of all children and particularly those with SEND.
- Governors are kept well-informed of the progress and attainment of children with SEND.
- The SEND link Governor is Siobhan Saunders

'Pupils with SEND generally make good progress from their various starting points. Leaders ensure that the additional funding that the school receives for these pupils is used effectively. Leaders make regular checks on pupils' progress to ensure that the support that adults provide is having the desired impact.' – OFSTED, 2018

9. What specialist service and expertise are available at Holy Family School to support my child?

At Holy Family School the following agencies provide support and expertise to the teaching staff to enable the best support for your child.

- Specialist SEND Teacher
- Speech and Language Therapy
- Autism Specialist Teacher
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- Family First
- Occupational Therapy
- Social Services
- School Nurse

SEND Training is prioritised and planned for. Staff at Holy Family School receive training in the following areas:

- Inclusive teaching
- Dyslexia Friendly classrooms
- Visual supports for ASD
- Attachment Disorder
- Autism
- De-fibrillator
- Quality First Teaching
- EpiPen
- Emotional Coaching (EXE)
- Safeguarding and Child Protection
- Speech and Language
- Child-friendly IEPs & Play Plans
- First Aid
- SEND Reforms
- Bereavement
- Visual Impairment
- Asthma
- Relax Kids
- Dyspraxia

10. How accessible is Holy Family School and how will my child be included?



The internal ramp connecting the foyer with the junior classes.



The external ramp connecting the Y2/3 classrooms to the library and Y4/5/6 classrooms (also accessible via an external ramp).



The external ramp connecting the hall, N/R/Y1 to the outside area.

- The majority of the building is on one level and has ramp access.
- There is a toilet that has been adapted for disabled use.
- There is a small set of stairs which has space for a chair lift to be fitted if needed.
- School trips are fully risk assessed and are made accessible to all pupils.
- Governors and the Headteacher regularly review access to school buildings to ensure full inclusivity.
- Sign Language is offered where necessary and Makaton is routinely included in the EYFS to support children as they move through the school.
- Our Accessibility Policy, Equality Information and Objectives and Child Protection and Safeguarding Policy are all available on our website accessed at www.holyfamilycronton.co.uk/about-us/policies

11. How will my child be prepared for joining Holy Family and for transitions within the school and on to the next stage of education?

Joining Holy Family:

- The Reception class teacher visits all nursery settings to gather information about each child.
- Parents are invited to meetings prior to their child starting to share information about their child's development.
- Children come for several transition visits before starting school in September.
- If children join Holy Family in later years, information is gathered from their previous school.
- Children are very welcome to join their new class for transition visits prior to starting at Holy Family.

Transitions from one class to the next:

- During summer term, each class visits their next teacher and classroom.
- For children who find transition a little more difficult, the Learning Mentor works with them in small groups, leading additional activities to ease their transition.
- Teachers discuss each child in detail and pass detailed transition notes to the new teacher to ensure that the best provision continues seamlessly.

Transitions to Secondary school:

- Transition work begins early at Holy Family, with opportunities for children to visit secondary schools, or be taught in Holy Family by Secondary teachers (e.g. Dance Festivals, Choir concerts, visits)
- In Year 5, children have taster visits at Sts Peter & Paul Catholic College.
- During Year 6, the Learning Mentor prepares the children for transition during Circle Time.
- In Year 6 children spend one or two days at their new Secondary school.
- The class teacher and SENCo meet with Year Heads from local Secondary schools, and Secondary staff talk to our children about their transition, here in our setting.
- SEN information, assessment data and pastoral information is passed up to secondary schools.
- Children with SEN, who might find the transition more difficult, are taken for small group visit to the secondary school by the Learning Mentor.

12. How are parents/carers/families involved in Holy Family School?

- Parents' Meetings – 3 times yearly
- Additional SEND parents' meetings – 3 times yearly
- Annual Coffee Meeting
- Annual Rejoice assembly and Together Day for each class
- General open door policy where parents are very welcome to offer help and support.

13. What can I do if I have a complaint?

- We hope you won't have a complaint about the provision for your child at our school. However, if you do feel you would like to make a complaint, our complaints policies and procedures document is available on our school website at www.holyfamilycronon.co.uk/about-us/policies

14. Who can I contact for further information?

- Class Teacher
- SENCo – Mrs E Mitchell
- Learning Mentor – Mrs D Featherstone

- Headteacher – Mrs H Rooney
- SEN Policy – available on the school website
- The school website address is www.holyfamilycronton.co.uk
- The school email address is holyfamilycronton@knowsley.gov.uk
- The telephone number is 0151 424 3926

The Local Offer can be found on the Knowsley Council Website
www.knowsley.gov.uk

Glossary of Terms

ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
IEP	Individual Education Plan
LM	Learning Mentor (Mrs Featherstone)
OT	Occupational Therapy
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities
SEND Code of Practice	The legal document which sets out the requirements for educating children with special educational needs and disabilities
SENCo	Special Educational Needs Co-ordinator (Mrs Evans)