

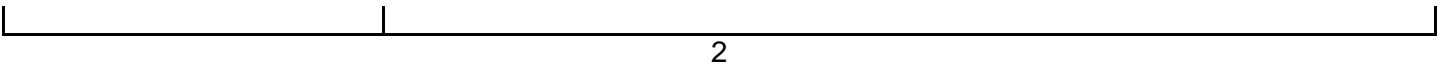
SEN Information Report

General School Details:			
School Name:	The Holy Spirit Catholic Primary School		
School website address:	www.holyspirittruncorn.co.uk		
Type of school:	Primary		
Description of school:	<p>Holy Spirit Primary School is an inclusive, mainstream primary school offering places for children between the ages of 4 and 11. Our vision - Together in the Spirit of love and forgiveness, our family learns to grow with hope and joy.</p> <p>Quality first teaching and the application of a differentiated and personalised approach to teaching and learning underpins our curriculum. We make it a point to discuss aspirations with ALL our learners. All teachers are responsible for every child in their care, including those with special educational needs.</p>		
Does our school have resource base? Yes or No If Yes please provide a brief description.	No		
Number on roll:	109 Sept 2017		
% of children at the school with SEND:	As of Sept 2017 , we have 24 children who have SEN Support and a number of children who are receiving additional support or assessment around their needs. 2 children are in receipt of enhanced provision funding from the Local Authority and we currently have no children with an Education Health Care Plan or a Statement.		
Date of last Ofsted:	February 2017		
Awards that the school holds:	Nurture group, Arts mark, Sing up,		
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	<p>The school has an Accessibility Plan which details how we aim to make our building more accessible for children and visitors with physical disabilities. The school is on one floor. There is wheelchair access and a disabled toilet.</p>		
Expertise and training of	Staff	Area of expertise	Level Awareness (1 off course)

school based staff about SEN. (CPD details)			Enhanced(Course series) Specialist(qualification)
	J McDonald		
	L Connolly		
	K Howard	SPLD ASD	Enhanced Awareness
	J McSorley (HLTA)	Nurture Group SPLD Sensory ASD	Specialist Enhanced Awareness Awareness
	A Charmer	Play therapy Sensory ASD Nurture	Enhanced Awareness Awareness Enhanced
	G Flemming		
	E Holleley	Elklan training	
	J Hull		
	L Jones	ASD, SPLD Nurture group	Enhanced awareness
	J Crabbe		
	C Grindley	ASD	Awareness
	All teachers & TA`s, except EYFS	Nurturing School, ASD	Awareness
	Some Middays & Govs.	Nurture School	Awareness
In addition to this, this last year, we have put in additional training into Quality First Teaching strategies to support children in English and Maths. Our SENCO also works with a small cluster of schools sharing good practise.			

Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEN policy	y
		Safeguarding Policy	y
		Behaviour Policy	y
		Equality & Diversity	y
		Pupil Premium Information	y
		Complaints procedure	y

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views,	Children may be identified by the following: -A child who is working below age related expectations or who has made little or no progress, despite receiving quality first teaching, when teaching approaches are targeted at a child's identified area of weakness and despite appropriate rigorous intervention



<p>opinions and voice of pupils and their parents in planning to meet them.</p>	<p>-Shows signs of difficulty in developing English or Mathematics skills which result in poor attainment in some curriculum areas.</p> <p>-Presents persistent social, emotional or mental health difficulties which have not been improved as a result of deploying the behaviour strategy and positive reward systems within the school.</p> <p>-Has sensory or physical needs and continues to make little or no progress despite specialist resources.</p> <p>-Has communication and/ or interaction difficulties and continues to make little or no progress academically and socially.</p> <p>-Parental requests for further assessment and investigation which leads to class teachers and the SENCO identifying a SEN. Holy Spirit Catholic Primary supports and encourages parents and carers to share their concerns about their child's development. Parents and carers are expected to contribute to the assessment and decision to place a child on the school SEN list.</p> <p>Holy Spirit Catholic Primary actively seeks the views of all of its children. Children have a unique insight into their strengths and difficulties. They will be encouraged to contribute to the assessment of their needs. Person centred planning approaches are central to the school's ethos for supporting children with SEN to achieve good outcomes.</p>
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>We work closely with outside agencies and the Local Authority to ensure a co-ordinated approach in supporting children at the school. We aim to refer a child to services early.</p> <p>We work closely with health and education services including: Local Authority SEN service, Education and Child Psychology Service, Local Authority Specialist Teachers, Speech and Language Therapy Service, Woodview Child Development Centre, Paediatrics, Occupation and Physiotherapy Service, Attendance and Behaviour Service, Catholic children`s society-family support workers, IWST and Social Care to ensure a coordinated and multi-agency approach to supporting children with SEN and additional needs.</p>
<p>How we provide access to a supportive environment; ICT facilities/ equipment/ resources/facilities etc.</p>	<p>Laptops are used to enable children to access the curriculum as and when needed. We use Ipads to support some of the younger children too as part of their reward systems. We have a wide range of sensory resources which we use with our children who have sensory needs.</p>
<p>What strategies/ programmes/resources are available to support speech & language and</p>	<p>All children in the reception class are observed and monitored closely regarding their speech and language skills. These observations help to inform any necessary referrals to the speech and language therapy service. Appropriate interventions are then planned in as part of whole class teaching and for individual and</p>

<p>communication including social skills?</p>	<p>small group support. Children who have been assessed by the speech and language therapy service will have a support plan and will receive regular, designated time with the teaching assistant.</p> <p>The use of Makaton signing may be used as a communication tool to support some children in understanding what is asked of them and to help children to communicate with their peers and other adults. For individual children, we may provide visual supports(PECS) to aid their communication and understanding skills, for example, access to a visual timetable and communication fans.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>School operate a whole school approach to developing early reading skills We use the Letters and Sounds programme to give them the phonics skills they need to develop literacy skills.</p> <p>Holy Spirit Catholic Primary may also deliver intervention programmes in both English and Maths aimed at narrowing the gaps with their peers. These interventions are bespoke to the individual needs of the child and are reviewed regularly.</p> <p>We also take on board advice and implement strategies by any specialists who may have seen or assessed a child with a cognition and learning need. The school may also apply for a block of specialist teaching for children with SEN from the SEN Service within the Local Authority.</p>
<p>Strategies to support the development of numeracy.</p>	<p>Working with the NW3 Maths Hub and an external consultant to deliver mastery</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.</p>	<p>As well as using quality first teaching approaches in differentiating and simplifying the curriculum - As and where needed teacher`s adapt the curriculum to meet the needs of individuals ie making activities practical rather than a formal approach, making direct connections with the child`s interests eg counting using princess heads or cars. Having a strong structured 'work' then 'reward' plan to motivate some children.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we</p>	<p>Underpinning ALL our provision in school is the graduated approach cycle of: Assess, Plan, Do, Review.SEN Support Plans are updated on a termly basis (at least). Children, parents and carers, class teachers, SENCO and any support staff working with the child will be expected to contribute to this. The review details the progress that the child has made in securing good outcomes and any changes or adjustments to provision that needs to be made. At this review meeting, new outcomes are devised for the child. The child's continued placement as SEN Support will also be discussed and whether they continue to require the additional and different provision.</p> <p>Partnership plays a crucial role in enabling children with SEN to achieve their full potential. Parents and carers hold key information</p>

evaluate their overall effectiveness.	and have the knowledge and experience to contribute to the shared view of their child's needs. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. The children will be encouraged to contribute to the review of their needs, provision and planning any future changes. Person centred planning approaches are central to the school's ethos for supporting children with SEN to achieve good outcomes.
Strategies/support to develop independent learning.	We actively encourage all our children to be independent learners. We use buddy support, provide extra resources which enable them to access their learning. Cue/reminder cards & jobs/tick lists.
Support /supervision at unstructured times of the day including personal care arrangements.	Midday supervisors work closely with us to support children with SEN, some at times providing 1:1 support as & when needed. We also have some of our TA`s who provide support at these times. TA`s provide personal care.
Extended school provision available; before and after school, holidays etc.	We run a school breakfast club which is open to all our children. This is run by a TA who is supported by our site manger as & when available.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?	We aim for all children to be included on external school activities, trips and residential stays. We will work with parents to ensure that any necessary adaptations have been made and ensure that these are successful. We welcome opportunities to attend events hosted by other schools which enhance the curriculum for our children with SEN i.e P.E events/competitions. A risk assessment is carried out beforehand to ensure that everyone's health and safety will not be compromised. In the unlikely event that an activity is unsafe for a child to take part for whatever reason, an alternative activity, which will cover the same curriculum area will be provided in school.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	Holy Spirit Catholic Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. The school has a clear behaviour policy and strategy of rewards and sanctions which sets out expectations for positive behaviour management (See Behaviour Policy). In addition to this, we use ABC behaviour forms to help track triggers for children who may have a social, emotional or mental health need. The school has a Nurture Group which uses the Boxall Profile to assess and subsequently track improvements in social and emotional development and provide suitable interventions for them. This will be included in the child's SEN support plan and shared with parents. The school will also refer a child to CAMHS if it is necessary to

	<p>meet the needs of a child with social, emotional and mental health needs.</p> <p>We have focused days which include Assemblies (to which parents are invited) i.e. anti-bullying, CAFOD(helping others less fortunate than themselves) when we address these issues with the children over the school year.</p> <p>We enlist the support of the older children to buddy up with SEN children at play and lunchtimes to encourage their confidence and social development(for both parties).</p> <p>All children in school have access to a PSHCE curriculum to support their personal, social and emotional wellbeing.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff. We take every opportunity to include pupils socially during break and lunch and provide a staggered lunchtime so that children of all ages can mix and socialise during their break. We have a school Nurture group which supports children to to develop social and emotional skills.</p> <p>We aim to encourage participation and attendance at school. We have bought in an Education Welfare Officer to help support us to promote attendance. Good attendance is celebrated in assemblies .The school together with the Education Welfare Officer will help to support families where attendance falls below 95% This may involve signposting families to relevant agencies and providing targets to help get attendance back on track.</p> <p>The school will also seek the advice and recommendations from the Attendance and Behaviour Service and Positive Behaviour Support Team to provide further individual advice and support.</p> <p>If a child is at risk of exclusion a Pastoral Support Plan (PSP) may be written with parents/carers and children to help identify issues and ensure that they have access to adequate support.</p>
<p>How we support pupils in their transition into our school and when they leave us.</p>	<p>We work closely with our feeder schools to ensure children`s transitions are smooth. Our approach involves: providing additional visits for all of the above children if deemed helpful for that individual. On transition from us to another school we ensure that the receiving school has all of the information they require to support the child in their new setting. In these circumstances we invite professionals to come and discuss the child and meet them in their current setting if they wish to. Parents are also encouraged to meet with staff in both schools prior to transition.</p> <p>We welcome opportunities to attend events hosted by other schools which enable our children with SEN to become familiar with other schools that they may go on to attend.</p> <p>When new children come into our school we always endeavour to</p>

	<p>contact the previous school to ensure we have as much information as possible to ensure transition for the child is smooth and that all their needs are met from day 1.</p>														
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.</p>	<p>The school follows the advice and recommendations from external agencies and ensures that strategies are acted upon by any adult working with the child. Holy Spirit Catholic Primary School Primary will refer a child to Woodview CDC if there are any concerns about their sensory needs or physical development. We also seek specialist advice from the specialist teachers from within the local authority to ensure that necessary adaptations have been made. Any care plan activities provided by the Occupational Therapy Service are implemented as necessary.</p> <p>We also use checklists to measure the impact of sensory distractions for children who may struggle in this area. Steps could be put in place to minimise sensory distractions and ensure that a child is not overloaded. It also provides an opportunity to measure the impact of any intervention we put in place.</p>														
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>Involving parents and learners in the dialogue is central to our approach and we do this through:</p> <table border="1" data-bbox="475 992 1505 2060"> <thead> <tr> <th data-bbox="475 992 794 1037">Action/Event</th> <th data-bbox="794 992 1082 1037">Who's involved</th> <th data-bbox="1082 992 1505 1037">Frequency</th> </tr> </thead> <tbody> <tr> <td data-bbox="475 1037 794 1485">SEN support plan review</td> <td data-bbox="794 1037 1082 1485">Parents and carers of children who are SEN support, child, class teacher, teaching assistant & SENCO may be involved.</td> <td data-bbox="1082 1037 1505 1485">Three times a year* please note that some of these reviews may coincide with termly parents evenings but a longer appointment will be provided to allow for a full discussion if needed.</td> </tr> <tr> <td data-bbox="475 1485 794 1977">Enhanced provision review</td> <td data-bbox="794 1485 1082 1977">Parents and carers of children who are in receipt of enhanced provision. Child. Class teacher & teaching assistant. SENCO may be involved.</td> <td data-bbox="1082 1485 1505 1977">Once a year</td> </tr> <tr> <td data-bbox="475 1977 794 2060">Parents evenings</td> <td data-bbox="794 1977 1082 2060">Parents and carers of all</td> <td data-bbox="1082 1977 1505 2060">Three times a year</td> </tr> </tbody> </table>			Action/Event	Who's involved	Frequency	SEN support plan review	Parents and carers of children who are SEN support, child, class teacher, teaching assistant & SENCO may be involved.	Three times a year* please note that some of these reviews may coincide with termly parents evenings but a longer appointment will be provided to allow for a full discussion if needed.	Enhanced provision review	Parents and carers of children who are in receipt of enhanced provision. Child. Class teacher & teaching assistant. SENCO may be involved.	Once a year	Parents evenings	Parents and carers of all	Three times a year
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	children. Child. Class teacher	
Celebration assembly	Any parent. Child. Class teacher.	Weekly

Holy Spirit Catholic Primary is committed to promoting and developing parental engagement and independent advocacy for parents. This includes making parents aware of support services that are available through the Local Offer and helping parents to access SEND Partnership.

How additional funding for SEN is used within the school with individual pupils.	<p>The SENCO oversees progress of any child requiring additional support at our school. The Head, in consultation with the SENCO will deploy support staff where they are needed in order to support children with SEN. Support is allocated based on need and is aimed at securing good outcomes for SEN children and narrowing the gaps with their peers. Considerable thought, planning and preparations goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.</p> <p>We currently 2 children in Year 3/4 with enhanced provision. They are allocated funding to support them by the Local Authority and this is reviewed annually. Teaching assistants are deployed to support them in line with the Local Authority allocated support hours.</p>
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Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school.	<p>When a child is looked after by the local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carers and the social worker annually. The school may apply for additional pupil premium funding to ensure that they receive the right support necessary. In addition, we attend and contribute to an annual looked after review. The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after by the local authority. The progress of all vulnerable groups will be discussed at termly pupil progress meetings with the Head.</p>
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SENCO name/contact Mrs John McDonald 01928 563148

Headteacher/ contact Mr John McDonald 01928 563148

Completed by: SENCO Date: Sept 2017

Version Control

Area of Document Updated:	Updated By:	Date:

