

HOLY ROSARY CATHOLIC PRIMARY SCHOOL

*“Together as a family, we love, learn and
grow in the presence of God”*



SEN INFORMATION REPORT

At Holy Rosary Catholic Primary School we strive to create a nurturing learning environment offering the correct support for all children and families where faith and individual potential can develop and grow.

We have high expectations for all children in our school and aim to achieve these through the removal of barriers to learning and participation in high quality inclusive teaching.

A fundamental part of our approach to special educational needs and disabilities is parental choice and pupils rights. Holy Rosary Catholic Primary School has a person-centred approach as working alongside parents and enabling children to participate fully in the life of school is at the heart of Christian Education.

This SEN Information Report details how our school identifies our children's different educational and behavioural needs and our provision and support for children with special educational needs.

SENCO: Mrs Claire Spalenice

Contact Details: School Office 0151 288 6206 c.spalenice@holyroaryschool.co.uk

SEN Governor Mrs V Fallon

Contact Details: School Office 0151 288 6206 admin.holyrosary@schools.sefton.gov.uk

Roles and Responsibilities

The Headteacher, SENCO and governing body work together to determine how additional support is provided for children with SEN and how SEN is developed within school.

Class teachers

All teachers are responsible for the progress of pupils in their class. Therefore the class teacher is the first point of contact for parents should they have any concerns about their child's progress or well-being.

SENCO Mrs Claire Spalence

If parents need further information and advice they should contact the SENCO via the school office. Please see the contact details at the top of this report.

The SENCO is responsible for:

- Co-ordinating provision for children with SEN, including exam access arrangements.
- Developing the school's [SEND policy](#).
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Monitoring progress and effectiveness of provision.
- Ensuring that parents are involved in supporting and reviewing their child's learning and are consulted at transition times.

Headteacher Mrs Catherine Morris

The Headteacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEN.

SEN Governor

The SEN Governor is responsible for supporting the school to evaluate and develop the provision made for pupils with SEN across the school. The governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

Quality First Teaching

Children are entitled to a broad and balanced curriculum, with learning strategies available to all pupils. All pupils at Holy Rosary access good quality inclusive teaching in the classroom. We believe that wherever possible, a child's needs should be met within their classroom through quality first teaching provided primarily by the class teacher and in partnership with teaching assistants. The class teacher makes reasonable adjustments to accommodate differences in learning styles and varies approaches depending on the needs of their pupils to promote progress.

Teaching is monitored through termly School Leadership Team (SLT) lesson observations. Planning and pupils' work are scrutinised also on a termly basis to ensure there are high expectations and standards across the school.

To further overcome potential barriers, out of class 'catch-up' interventions or programmes are put into place. Many teachers and teaching assistants in school have been trained to deliver specific targeted intervention programmes which are delivered for a time limited period to boost progress and raise attainment. These interventions have been chosen based on their proven track record of delivering measurable impact on learning and progress. These are some of the 'catch-up' interventions available in school for those children who require them:

1stclass@number (Year 1 and 2)

1stclass@number 2 (Year 3)

Rapid Maths (Year 4)

Success@arithmetic (Year 5 and 6)

Reciprocal Reading (Year 3-6)

Pirate Writing Crew (Year 3)

IDL (Year 1-6)

Parents are informed if their child is selected for an out of class intervention. Pre and post information is gathered and the impact of the intervention is monitored by the class teacher and SENCO via the school's assessment tracking system.

Types of Need

The SEND Code of Practice 2014 identifies four broad areas of special need, under which SEN can be classified.

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and / or physical needs
- Cognition and learning

These categories help us to plan provision. Pupils can have needs across categories and this is recognised in our provision mapping. Identification of a specific type of need does not necessarily mean a plan of SEN support is put into place if a child's needs are being met through the reasonable adjustments in quality first teaching as mentioned above.

Definition of SEN

'A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally is available to pupils of the same age.' The New Code of Practice 2014.

Identification of SEN

At Holy Rosary, it is a priority to identify children requiring SEND provision as early as possible.

Teachers are continually assessing and monitoring pupils in their class. This is done in a variety of ways.

Termly standardised assessments in reading and mathematics highlight if children are performing below age expected levels.

BSquared software is used in school as continuous assessment throughout the year. BSquared breaks the curriculum, for each year group, into sets of clear objectives. This gives teachers a bigger picture of each child's progress and attainment in all of the curriculum subjects and helps identify strengths and weaknesses.

Termly Progress Review Meetings between class teachers and key stage managers take place to discuss progress and attainment.

If a pupil is not making the expected progress, teachers consider if they have a full understanding of the pupil's learning profile to identify whether any SEN is impacting on their learning. The class teacher will then share their initial concerns with the SENCO where all factors that may impact on learning, such as emotional issues, motivation, appropriateness of teaching and learning environment are considered to decide if the lack of progress is caused by SEN. Further diagnostic assessments may be completed as part of this gathering of information, e.g. dyslexia screening checklist.

At this point, school may wish to consult with outside professionals to help gain a better understanding of a child's profile, e.g. the school's Inclusion Consultant or Educational Psychologist.

Parents are part of the whole identification process and if school decides that additional and different provision is necessary for the pupil to make progress, in consultation with parents, the child will be placed on the SEN register and SEN support will be put into place.

Occasionally, some children have had many of their needs identified prior to starting our school. Where this is the case, they may join us with an Education Health Care Plan (EHCP) or have multi-agency support already in place. In these circumstances, we will liaise with parents and all professionals involved for an enhanced transition to our school.

[SEN Support](#)

When quality first teaching approaches are not sufficient in meeting a child's needs and additional and different provision is necessary for the child to make progress, the process for implementing SEN support begins.

This process is described in The SEND Code of Practice 2014 as the *Graduated Approach* and has four stages.

[Assess](#)

School will gather all information available concerning the identified child to gain an accurate picture of the child's needs. This will include the class teacher, pupil, parents, SENCO and could also include outside agencies. This will provide information such as attainment, learning styles and projected targets.

Plan

A Pupil Profile and SEN Support Plan will be put into place to outline strategies that will be used in order to achieve specific outcomes. These plans will include:

- Quality first inclusive teaching approaches that are effective in enhancing the pupil's learning.
- Proven interventions to achieve specific targets and how they will be delivered and monitored.
- Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with the class teacher.
- Resources to ensure access to curriculum or environment.
- Suggestions as to how the parent and / or pupil can contribute to the plan.

Do

Once pupils have a SEN support plan, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions and is accountable for the outcomes. Any concerns the class teacher has over the plan will be discussed with the SENCO.

Review

Twice yearly reviews with class teacher and the SENCO will take place with parents to review outcomes of support. Interventions will be evaluated along with views of the pupil and parents. The plan may be adapted or a new one devised to enable the pupil to achieve their next steps in learning. Class Teachers and the SENCO are always happy to discuss a child's needs between more formal meetings should a parent have questions or concerns. Parents should contact the school office to arrange this.

Tracking Progress

We track progress of all pupils termly through Bsquared and standardised tests. Each term, parents are informed of their child's progress. In the autumn term this is through a meeting with the class teacher; in the spring term through a review meeting with the parent and child and in the summer term through the annual school report. Any child not making progress is highlighted at termly progress review meetings with

the key stage manager and immediate catch up interventions are put into place in consultation with the SENCO.

Children with SEN are tracked in the same way using Bsquared and standardised tests. Wherever possible, children with SEN will be assessed on their year group curriculum in reading and maths. If necessary, they will be assessed on the year group / P score they are working at. This is to ensure that children make good progress based from their starting point.

PIVATs are also used, where necessary, to track progress outside of academic attainment in personal and social development.

Individual support plans are reviewed twice a year and interventions are evaluated based on the above data. Parents are given the opportunity to discuss their child's progress and support in meetings with the class teacher / SENCO each term. Children give their views on what they feel they have learnt, what has helped them learn and what their next steps in learning are. A lot of importance is placed on parent and pupil views and this is reflected in the next SEN support plan. At the review, further options may be put into place if a pupil is not making the expected progress or achieving outcomes on their SEN support plan. Advice or assessment may be requested from external agencies to help school put in place different / more appropriate support for the pupil.

High Needs Funding

We ensure that all children's special educational needs are provided for to the best of school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

High needs funding is the level of support intended for the small minority of children who have high level needs. In the vast majority of cases children with this level of need will be identified very early, either within pre-school settings or shortly after arrival in Reception. There will have been significant involvement from SEN services outside of school and a decision will have been made to provide an additional level of individual funding to enable a higher level of support.

High needs funding may be requested from the local authority if the cost of support goes beyond the £6000 threshold provided by schools. This is accessed by the SENCO completing a high level needs funding application showing an action plan for the

pupil that is likely to succeed. This details how school deploys our own resources and what is needed beyond this to meet the needs of the child throughout the school day. This involves parental and pupil views as part of the application.

[Education Health Care Plan \(EHCP\)](#)

Parents and / or school can apply for an Educational Health Care Assessment if the pupil is still not making progress, despite school taking a graduated approach with relevant actions and SEN support over time. At this point school would demonstrate how we have made effective use of all the resources made available to us through high needs funding. If a child has an EHCP, a formal meeting with school, parents and external agencies will take place annually to review progress.

[Specialist Services and Expertise available at Holy Rosary](#)

As a school, we work closely with many external agencies that we feel are relevant to individual children's needs within our school. These include GP, School Nurse, Community Paediatrician, Speech and Language Therapist, Occupational Therapist, Sefton Emotional Achievement Service (SEAS), Educational Psychologist, Inclusion Consultant, Child and Adolescent Mental Health Service (CAMHS), The Together Trust and Sefton Social Communication Team. By working with such a range of services, we support children's individual needs and increase staff expertise.

Our staff access regular training both in and out of school based on their roles within school. Recent training accessed by staff include Reciprocal Reading, Pirate Writing, Success@arithmetic, positive handling strategies, epilepsy training, asthma management, mental health first aid, dementia awareness and a range of training for SENCO, teachers and TAs on social communication, ADHD and Autistic Spectrum Condition across Early Years, Key Stage 1 and 2.

[Equal Opportunities](#)

We ensure that children with SEN engage in school activities alongside pupils without SEN. We ensure that direct or indirect discrimination does not take place by following our [Single Equality Policy](#), [SEND Policy](#) and [Accessibility Plan](#) in school.

We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with parents to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided.

We endeavour to improve the accessibility of the school environment for pupils, staff and parents by continually developing the physical and learning environment of the school. Many adjustments we make are dependent on individual needs through consultation with parents and external agencies.

- Our school is on one level.
- All entrances are accessible to wheelchairs with ramps where necessary and handrails.
- There is an accessible toilet by the main entrance of the school and one in the Children's Centre.
- Dyslexia friendly classrooms

Pastoral, Medical and Social Emotional Wellbeing Support

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Social and emotional development is part of the school curriculum and children are given opportunities to discuss and explore their feelings and the feelings of others. Anti-bullying has a high profile in school and we follow our Anti-bullying Policy and Single Equality Policy to prevent bullying.

Additional pastoral support is available in school for children who have social and emotional needs. The SENCO works closely with Nuala Kranas, Higher Level Teaching Assistant (HLTA) with pastoral care responsibility. Support available in school includes interventions to develop social skills, enhance self-esteem and confidence, manage anger, recognise feelings and emotions and friendship groups.

One group in school is Rainbows for all of God's Children. This gives emotional support for children who have experienced a change in their lives such as a bereavement, divorce or separation.

Holy Rosary recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and

physical education. Some children with medical conditions may be disabled and where this is the case Holy Rosary will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their educational provision in accordance with the SEN Code of Practice 2014.

Arrangements in place to support pupils at our school with medical conditions are outlined in [Supporting Children at School with Medical Conditions, including Medicine Policy](#). Any pupil with a medical condition requiring medication or support in school should have an Individual Healthcare Plan (IHP) which details the support that child needs. If the parents, healthcare professional and school agree that a healthcare plan is inappropriate, a record of the child's medical condition and any implications for the child will be kept in the child's individual record.

Holy Rosary also has the support of outside professionals when necessary. These include GP, School Nurse, Specialist Nurses, Community Paediatrician, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Sefton Emotional Achievement Service (SEAS), Educational Psychologist, Inclusion Consultant, Child and Adolescent Mental Health Service (CAMHS).

[Transition](#)

At Holy Rosary, there are clear procedures for supporting children in moving between phases of education.

The SENCO arranges meetings where enhanced transition arrangements are discussed and actions are drawn up within a timescale. Parents, class teacher and TA, next class teacher and TA and any outside professionals working with the child are invited to this meeting.

Enhanced transition arrangements within school may include additional visits to the child's new class; transition books with photos of new teacher, TA, classroom etc; opportunities to work with their new TA and additional meetings between staff in school and outside professionals to pass on information, support plans etc.

Holy Rosary has a good relationship with the SENCO at our feeder school for secondary provision, Maricourt Catholic High School. Transition from KS2 to KS3 meetings, are held in school with Holy Rosary SENCO, Maricourt SENCO, Year 6

teachers and parents to ensure children's needs are shared appropriately. At this meeting, additional visits to a new school may be arranged.

We liaise closely with SENCOs and staff from other secondary schools and primary schools when children are transferring from Holy Rosary to a different school and ensure all relevant paperwork is passed on and all needs are discussed and understood.

[Further Information](#)

Sefton's Local Offer website (www.seftondirectory.co.uk/localoffer) provides families and professionals with accessible information about the local services and support available to children and young people aged 0-25yrs who have special educational needs and / or a disability.

Sefton SEN and Disability Information, Advice and Support Service (SENDIASS) is an organisation that provides independent advice and support for parents and families - 0151 934 3334 / seftonsendiass@sefton.gov.uk

Please see related policies on our school's website for further information.

For any further information, concerns or enquires about a child with special educational needs or a disability joining the school, please contact SENCO via the school office.