



## **Annual Report to Parents on the Implementation of the Special Educational Needs and Disability (SEND) policy at Holy Rood Catholic Primary School for the current Academic Year 2020 - 2021**

### **Key Staff**

Mrs Jo Beard is the Special Educational Needs and Disabilities Co-ordinator (SENDCo) who has recently qualified with the National Award PGCert for SENCo from Reading University and is responsible for overseeing the day to day provision of education for children with special educational needs and disabilities. Helen Walsh and Anne Jones are the SEND Link Governors, both experienced teachers and also receive regular training from the Local Authority on SEND.

### **Policies**

As appropriate, all school policies include references to how they are relevant to children with special educational needs and disabilities. All policies are available to parents from the school office upon request and on the school website. The Special Educational Needs and Disabilities Policy is reviewed annually and follows the format of all school policies. The Accessibility Plan is also reviewed every 3 years.

### **Admission**

Admission arrangements for pupils with special educational needs can be found in the Admissions Policy. Admission arrangements are planned for children with a Statement/Education Health Care Plan according to the needs of the child and their family. They may involve such adjustments as additional transition visits, liaison with the feeder school staff, additional staff SEND training and the purchase of additional resources.



## What is The Local Offer?

As part of the Children and Families Act 2014, all schools are required to make available their local SEND offer to families. This details how they can support children and young people with a special educational need and/or disability (SEND).

Further details of Swindon's Local Offer can be found here:

<http://children.mycaremysupport.co.uk/>

### Special Educational Needs Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Definition of SEND A child ...has a learning difficulty or disability if he or she:

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

*Code of Practice (April 2014) Overview of the school*

Holy Rood Catholic Primary School is a larger than average sized primary school with approximately 420 children on roll in 15 classes, from Early Years Foundation Stage 2 (FS2) to Year 6. There are 20 children in three Reception (FS2) classes and approximately 30 in each Key Stage One class and Key Stage Two class. Holy Rood Catholic Primary School is a split site primary school with the FS2 and Key Stage One children on our Groundwell Road site and Key Stage Two on our Upham Road site.

Below is a breakdown of the numbers of our children on SEN support and EHCP compared to the national average.

<b>Total % of pupils on the SEND Register</b>		<b>% of pupils with SEN Support</b>		<b>% of pupils with EHCP</b>	
	<b>Jan 2021</b>		<b>Jan 2021</b>		<b>Jan 2021</b>
School	8.6 %	School	7.6 %	School	1 %
*National (Jan 2020)	15.4 %	*National (Jan 2020)	12.1 %	*National (Jan 2020)	3.3 %

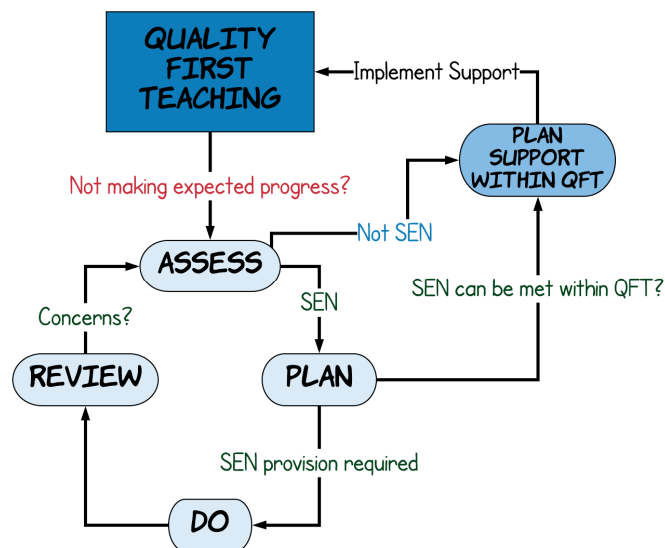
\*Data taken from [Special educational needs in England, Academic Year 2019/20 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

The number of Holy Rood Catholic Primary School pupils as identified on the SEND register as of January 2021:

Year group	SEN Support	Education Health Care Plan	Number of SEND pupils
FS2	1	0	1
1	4	1	5
2	2	0	2
3	3	1	4
4	6	0	6
5	10	1	11
6	6	1	7
<b>Total</b>	<b>32</b>	<b>4</b>	<b>36</b>

**1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

At Holy Rood Catholic Primary School, we monitor the children’s progress carefully and put in interventions to support any child that concerns us. Progress Meetings are held every term between the Class Teachers and Senior Management team to monitor all children, especially groups that may be causing a concern. The class teacher will discuss specific children with the SENDCo and the decision may then be taken to undertake further assessments to help identify any special educational need the child may have.



Parents are kept fully informed about this process and their views are sought. The school holds twice yearly Parent, Teacher and Child Consultation Evenings which are an ideal time for Parents or Carers to raise any concerns they may have, but staff are available outside this time to discuss any concerns.

## **2. How will the school support my child?**

Children, who have been identified as having special educational needs, will receive additional support. The amount, type and frequency will depend on the needs of the individual child. Sometimes this will be done in class, either by the Class Teacher or Teaching Assistant. Sometimes the child might be withdrawn from class to work on a specific programme either 1:1 or in a small group. The SENDCo works to support, monitor the impact of and advise with this work. The SENDCo works with the assigned Governors for SEND to monitor the impact of the additional support in place.

Children may be part of group provision mapping (short term targeted intervention in small groups); may have an Individual Play Plan (IPP), Individual Education Plans (IEP), Early Help Record (EHR) or may be considered for an EHCP (Education Health Care Plan). Whatever stage they are on, you, as parents and carers, will be fully informed and involved.

## **3. How will the curriculum match my child's needs?**

Work within class is differentiated to the needs of each individual. Sometimes this may mean the outcome expected is different; on other occasions the support or resources given may be different; at other times the work itself may be completely different. We are always happy to discuss your child's feelings and progress with you at any time. The staff are available for brief discussions after school and if you need a longer discussion then please pop in to the school office to book an appointment.

Although we have regular parent meetings we always prefer you to contact us as soon as a concern arises so that we can work together to resolve a situation.

## **4. How will I know how my child is doing and how will you help me to support my child's learning?**

There are many different ways of keeping in touch with your child's progress in school. These include:

- Parent Consultation Evenings - there are two of these throughout the year.
- The SENDCo is also available during these Consultation Evenings to discuss and support as necessary.
- Class Assemblies (when parents/carers are invited to attend).
- Annual report to Parents.
- Class teachers and the SENDCo are also happy to set up additional communication sessions or home-school books to help support your child where appropriate.
- If your child has an EHCP, you will receive an Annual Review meeting with the SENDCo, class teacher and any other professionals involved.

- Regular reviews of children's IEPs (Individual Education Plans) throughout the year are discussed with the class teacher and/or SENDCo as appropriate.
- If an EHR (Early Help Record) is in place for a family, these are reviewed with relevant professionals at 3-6 monthly intervals.
- If an IHCP (Individual Health Care Plan) is in place, this will be reviewed annually with the school nurse and relevant professionals involved.

#### **5. What support will there be for my child's overall well-being?**

We have designated first aiders on site at all times. If a child has more complex medical needs, a Health Plan is drawn up by the School Nurse in consultation with Parents and any necessary training is given to staff. All staff are made aware of the Health Plan, a copy of which is kept in school and it is updated at least annually. Prescribed medicines are administered by staff if the appropriate form is completed. This can be obtained from the School Office.

Attendance is monitored by the School Office who will call if no reason has been received for an absence. If attendance becomes an issue, the Head Teacher will be informed and Parents will be invited to come to discuss the issue so that a satisfactory solution can be found. This might involve an action plan being drawn up or additional support put in place to help. We do have a Parent Support Advisor, Colleen Smith as well as our in house Pastoral Worker Liz Galvin.

#### **6. What specialist services and expertise are available at or accessed by the school?**

A number of our children and their families are supported by outside agencies with whom we have close working relationships. The agencies we have worked with this academic year are as follows:

- Educational Psychology – Dr Elizabeth Bishop is our Educational Psychologist
- Primary Behaviour Support Team (Nylands Campus Outreach Team)
- Speech and Language Therapy – Julia McNaughton
- School Nurse – Julie Conlen
- Pastoral – Colleen Smith
- Paediatric Occupational Therapy
- Community Paediatrics
- Autism Support and Advisory Service
- Educational Welfare Officer
- Targeted Mental Health Service
- Autism Resource Centre

#### **7. What training are the staff supporting children and young people with SEND had or are having?**

All staff receive regular in house training on supporting children with SEND. The SENDCo has recently completed a Post Graduate Certificate in Special Education. Training from other agencies, networks, charities and specialist services are also attended.

Previously, training has included support from the Educational Psychologist, Occupational Therapy, Speech and Language, Advisory Teachers from Nylands, and the Autism Advisory Service. NQTs have attended training on SEND, a teacher and TA have attended specialist Dyslexia training run by the Swindon Dyslexia Service and specialist training from the Swindon Downs Syndrome service.

During this current year, the SENDCo is continuing to deliver training and monitor the use of CORE standards within Swindon and how this will look at Holy Rood Catholic Primary School. Training on key interventions have taken place with all staff to introduce and support the implementation of new interventions. Individualised training and support is also in place with staff members that are implementing 1:1 and small group interventions and curriculums in order to ensure they are supported and resources in order to carry out their role with children.

#### **8. How will my child/young person be included in activities outside the classroom including school trips?**

Holy Rood Catholic Primary School is an inclusive school. We try to ensure that all activities, including after-school clubs, can be adapted to the needs of our pupils. When planning trips, including residential trips, we liaise with parents to ensure that the adaptations made are appropriate for the individual.

#### **9. How accessible is the setting/school environment?**

The downstairs classrooms and mobiles are fully accessible, but there are classrooms on both sites upstairs which are not. There are disabled changing and toilet facilities within school. There is disabled parking available. The school is supported by the Advisory Teacher for Physical Disability when any additional equipment is required. If you would like any information in a different language, we will do our best to accommodate.

Please see our Accessibility Plan for further details.

#### **10. How will the school prepare and support my child to join the school, transfer to a new school site, transfer to a new school or the next stage of education and life?**

We place great value on finding out about the needs of our children before they join us. Prior to starting in Reception, meetings are held between the EYFS lead, the SENDCo where appropriate, and the parents to try and gain as much information about the children before their first day of school. We have an extensive induction programme in Reception, where we work closely with the parents to find out about the needs of the individual. When a child joins us in other year groups, we allocate them a 'buddy' to look after them. Transition to secondary placement is also taken into account and work with the individual prior to and during transition is planned carefully involving the two settings and the pupil. This will take into account any specific or individual needs. The SENDCo has a strong working relationship with other local SENDCos in order to ensure that any transition is as smooth as possible.

**11. How are the school's resources allocated and matched to children's/young people's special educational needs?**

The SENDCo, in consultation with the Head Teacher, allocates the resources according to the needs of the children. Some children will obviously require considerably more support than others. Children with more complex needs or those who have an Educational Health Care Plan (EHCP) may be in receipt of additional high needs funding allocated to them from the Local Authority.

**12. How is the decision made about what type and how much support my child/young person will receive?**

We look at providing the best support for each individual. It will vary according to the requirements of each child. We aim to promote independence for our children so it is unusual for them to have a full time Teaching Assistant support.

**13. Who can I contact for further information?**

The first point of contact is always your child's class teacher. Mrs Jo Beard (SENDCo) on 01793 523802 is also available to discuss more specific concerns.

If you are unsatisfied with the provision being made then you should first contact the school's SENDCo, Mrs Jo Beard. If you are still unsatisfied then you should contact the Head teacher, Miss N Fry. If you are still unhappy with the outcome, then you should contact the governor responsible for SEND, Mrs H Walsh and Mrs A Jones. All complaints will be dealt with in a friendly, supportive way. Every attempt will be made by the teaching staff and governors to resolve any problem.