

WELCOME TO HOLY FAMILY CATHOLIC PRIMARY SCHOOL'S SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REPORT.

At Holy Family School we are proud that we include all children as we 'live, love and learn together in the light of God'.

Please click on a picture below to find the information you are looking for.

1. Who can I talk to in school about my child's needs?



You can talk to your child's teacher at any time about any concerns you may have regarding your child's learning. Please ask at the school office for an appointment at the end of the school day.



Our school has a Special Educational Needs Co-ordinator (SENCo.) Her name is Mrs Bernie O'Driscoll.

If you would like to talk to her then you can phone school and arrange to meet or call. Mrs O'Driscoll usually works in school Wednesday to Friday.

The phone number to contact our SENCo is 0121 675 2670 or email b.odriscoll@holyfam.bham.sch.uk

One of the school governor's has a special responsibility for SEND. This is Mrs Joyce Jones. Mrs Jones can be contacted via the school.



What is the school's policy for SEN?

Our School SEN Policy can be found on the school website. It is due for review in May 2018.

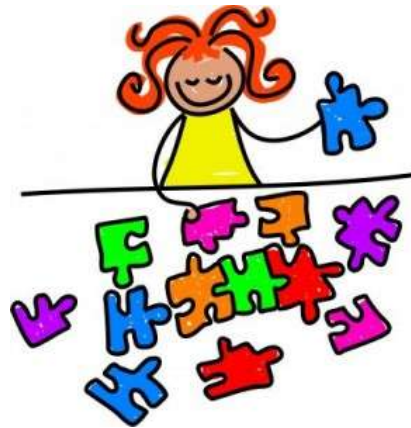
See our school policies at: www.holyfam.bham.sch.uk/policies.htm

In our school if we feel a pupil needs more specialist help we can work with the following people:

Agency or Service	Who they work with	How school can contact them
Pupil and School Support (PSS)	Children who are working below the levels expected for their age. Staff in school to offer support, advice and training.	Schools have an allocated PSS teacher who visits regularly. Parents are informed if they work with your child. Mrs Debbie Smart
Behaviour Support Service (City of Birmingham School)	Children with emotional, social or mental health difficulties that impact on their behaviour in school.	Schools have an allocated worker who they will contact. Parent has to sign referral form.
Physical Disability Service	Children with physical difficulties which impact on their access in the school setting.	Schools have an allocated worker who they will contact. Parent has to sign referral form.
Communication and Autism Team (CAT)	Children who already have a diagnosis of Autism or communication difficulties. Children who are being assessed for Autism or communication difficulties.	Schools have an allocated worker who they will contact. Parent has to sign referral form. Mrs Debbie Horton
Educational Psychology Service (EPS)	Children with complex needs. An Educational Psychologist will always be involved with a child who is referred for an Education, Health and Care Plan. (Formerly Statement of SEN)	Schools have an allocated worker who they will contact. Parent has to sign referral form. Dr. Lorraine Campbell
School nurse	Children with medical needs	Works in school fortnightly, holds drop-in sessions for parents, can be contacted via school. Jo Hill

<p>Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)</p>	<p>SENDIASS exists to provide advice and information to parents and pupils in Birmingham.</p> <p>This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful.</p>	<p>Telephone: 0121 303 5004 email: sendiass@birmingham.gov.uk</p>
<p>Forward Thinking Birmingham)</p>	<p>Children with anxiety, depression, post- traumatic stress disorder, eating disorder, OCD</p>	<p>Single point of access referral. Can be made by G.P. or school or family. Parental consent required.</p>

2. Where does my child fit in?



What kinds of different Special Educational Needs and Disabilities does our school provide for?

Cognition and Learning - Children who find learning, thinking and understanding harder than most other pupils.



Some of the things children with these difficulties might find difficult are:

- Take longer to learn important skills
- Find it difficult to remember things such as the important words for reading and times tables
- Find it hard to understand how to use letter sounds to read and spell words
- May need more time to think about their answers

Communication and Interaction - Children who find it difficult to interact with the people and world around them.



Some of the things children with these difficulties might find difficult are:

- Talking to other adults and or other children, especially when in a group
- Talking about a topic they haven't chosen to talk about
- Making friends or keeping friends for a long time
- Following rules made by someone else
- Dealing with noises, smells or other sensations around them
- Understanding what other people mean when they are talking
- Getting equipment and books organised- especially homework
- Any change to the normal routine

Social, emotional and mental health difficulties - Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life.



Some of the things children with these difficulties might find difficult are:

- Following rules set by others
- Sitting still for very long
- Listening to and following instructions
- Understanding how they are feeling
- Making friends
- Dealing with their difficulties in a way that does not cause harm to themselves or others
- Taking responsibility for the things they do

Sensory and/or physical needs - Children who have a disability that may make it difficult for them to manage their everyday life without changes to the environment or support.

This may be because of hearing or visual difficulties, physical disabilities or other medical needs.



Some of the things children with these difficulties might find difficult are:

- Hearing what others in the classroom or school setting are saying
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
- Moving around without the aid of a walking aid or wheelchair
- Using pencils, scissors, knives and forks and other things that we need to use without changes or support
- Taking medication without adults helping them

What examples of provision are available at Holy Family School for pupils with SEND?

- In our school we make provision for pupils with all types of Special Educational Needs and Disabilities.
- We know that some pupils will have difficulties in more than one area and we will always do our best to meet their needs. All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child is working at. This can include a variety of



adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

- A member of staff, Mrs J Lloyd, is trained as a Lead Practitioner for Autism and communication difficulties. Her role is to support staff with practical classroom strategies and to support children with social skills, organisation and communication.



- Our school is working to establish the National Autism Standards.
- Holy Family is a two-storey building, parts of which are over 100 years old. Where possible we have installed ramps and handrails, so the ground floor, Reception Block and Nursery are fully accessible. Recent improvements to the lower playground have made it fully accessible also. As a school we would always make adjustments where possible to ensure that all children are fully included.

You can read our Accessibility Plan here (hyperlink to accessibility plan on website)

You can read more about supporting children with medical conditions here

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

How will the teaching be adapted for my child with SEN?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.



- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.



What are the different types of support available for children with Special Educational Needs and Disabilities at Holy Family School?

- Teachers change what they are teaching or the way they are teaching to help the child learn more with the rest of the class
- Extra support can be given in a small group by an adult to help the child learn the things they are finding difficult
- Extra support can be given to the child by an adult for short times during the day to support them to learn specific skills
- Individual targets set to show what the child needs help with
- Advice from a specialist support teacher or other professional will be called upon if required.

<http://accesstoeducation.birmingham.gov.uk/>

- Support can be tailored to a child with particular needs upon consultation with the class teacher and SENCo.



The table below details our waves of provision.

	Quality First Teaching	SEN Support	SEN Support Plus & EHCP
Area of need	All pupils, where appropriate	Plus for some pupils	Plus for a few pupils
Cognition and learning (Understanding & processing of information) MLD/SLD	Differentiated curriculum planning, activities, grouping, delivery and outcome. Increased use of visual aids/modelling. Visual timetables. Use of symbols. Range of high interest/ low reading age books. Writing frames. Access to ICT. Deployment of Teaching Staff to support differentiation. Rigorous systems of tracking & assessment to measure progress. Quality marking and feedback to inform future learning and targets.	Catch up programmes literacy and numeracy e.g. Springboard Precision teaching & Pre-tutoring. Reading partners. In-class support from TA. Specialist ICT software e.g. Clicker, Learning mentor. Wordshark . Daily Phonics intervention. Opportunities for alternative methods of recording work.	English/Numeracy support. Specialist literacy and numeracy programmes, e.g. Toe by Toe, Spelling made easy, Numicon. 1-1 Intervention support. Fine & Gross motor programmes e.g. BEAM. Auditory & Visual memory resources. Support & advice from external agencies. Regular review meetings.
Communication and interaction (Including Speech & Language Therapy & ASD)	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language. Key words Increased use of visual aids/modelling Adapted classroom environment Class visual timetables Use of symbols Structured school and class routines Inclusion Development Programme Drama activities, e.g. hot-seating Auditory and visual memory groups. Makaton	In-class support with focus on supporting speech and language ICT- Clicker. Individual visual timetable. Chatterbox.	Social use of language group (SULP) Specialist programmes devised by SALT / SLT team. Advice from EP Circles of Friends/ Buddy group/ Peer mentoring. Social Stories, Comic Strip Conversations. Support & advice from external agencies .

<p>SEMH- Social, Emotional & Mental Health</p>	<p>Whole school behaviour policy Whole school/class rules Whole school/class rewards and sanctions systems Circle time Inclusion Development Programme</p>	<p>SEAL Small group Circle Time Social skills group Anger management In class support for supporting behaviour targets, access, safety Nurture groups Stress balls, fiddle toys</p>	<p>Nurture groups Individual counselling Individual reward system Advice from EP Circles of Friends/ Buddy group/ Peer mentoring Support & advice from external agencies (SEMH – Social, Emotional & Mental Health) Drawing and Talking Programme</p>
<p>Sensory and physical</p>	<p>Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Medical support/advice Different coloured paper & screens on the IWB.</p>	<p>Brain gym exercises Keyboard skills training Additional fine motor skills practice In class support for supporting access, safety BEAM Stress balls, fiddle toys, weighted cushion, headphones.</p>	<p>Individual support in class to access curriculum activities Speech recognition software Support & advice from external agencies Radio aids used by staff, Alterations made to environment to facilitate pupils with visual impairment.</p>

3. Working with parents.



How can I be involved with my child's learning and progress?

Our school has an open door policy, ensuring we are always approachable so parents feel involved in the education of their child.

This is done in a variety of ways including:

- Annual review of Education, Health and Care Plans using person-centred approach
- Termly meetings with class teacher, (support staff where relevant) and the SENCo.
- Target setting so parents can see what their child is working on next
- Home/school books for some children to inform parents of about the child's day
- Class letter to inform parents of what will be happening during the year
- Curriculum overview published termly on our school website.

- Homework diaries
- Home reading logs
- Information on the school website
- Parents' evenings
- INSPIRE workshops
- Parent drop-ins/coffee mornings
- Signposting to parent groups
- Weekly "Friday Letter" to all families containing all the current school news and information

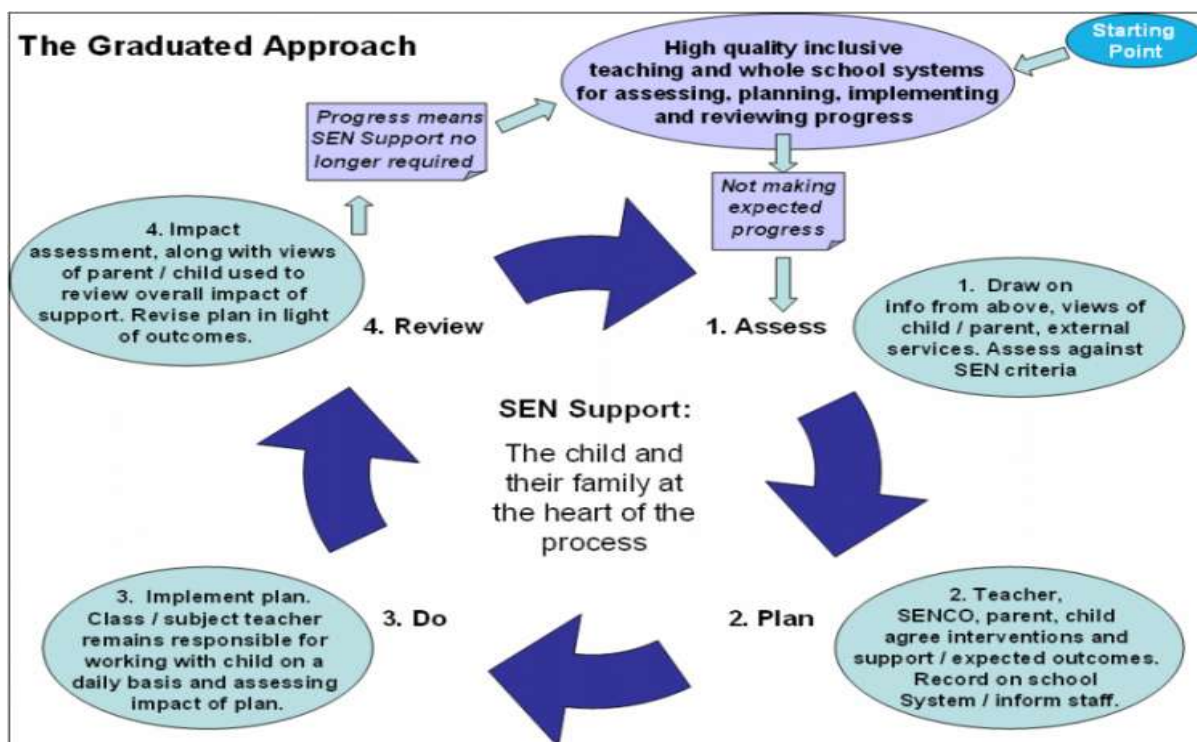
What support do we have for you as a parent of a child with SEN?

- As part of our open door policy the class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo or senior leaders are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- Your child's provision will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are strongly advised to visit the My Care in Birmingham website <https://www.mycareinbirmingham.org.uk/> where information about all services for children in the city is available in one place.

4. How is my child doing?



How will we measure the progress of your child in school?




We are committed to children making progress in all aspects of their learning. This includes confidence, self-esteem, and self-reliance as well as communication, literacy, and numeracy. Smaller steps of progress in English and Maths can be tracked as children achieve individual targets (ITPs.)

The SENCo oversees the progress of children with SEND by monitoring books, working with class teachers and updating the Language and Literacy and Maths Toolkits.

Children with additional needs will have a One Page Profile which is updated regularly and which staff use to understand what works for that child.

This is an example of a One Page Profile.



What people like and admire about me

I am funny and cheeky, I give great hugs. I am a great singer and dancer. I am confident and I am kind – I look out for and after others. I have lots of enthusiasm for having a good time.

My friends say about me:

"I like Alex playing with me because he's really nice to me"

"I like taking turns with Alex playing Round and Round the Garden"

"When Alex blows bubbles at me, it's funny"

What is important to me

- Being at home with my mum and dad and brothers Jacob and Izzi.
- Talking about Jacob and Izzi and my friend Ajay.
- Going to my pre-school. I love being at school
- Breadsticks! They are my favourite snack along with quavers and wotsits
- Having tomato ketchup at mealtimes – I put it on the food by myself
- Watching Mr. Tumble and Justin's House
- Going to Pizza Hut on Tuesdays with Dad, Jacob and Izzi
- Doing things by myself – like eating and getting dressed
- Playing with water in the bath
- Playing with friends – Ruby and Ajay in particular.
- Singing – I LOVE singing Happy Birthday.
- Bubbles – I really like them and am getting great at blowing them!

How to support me

- I am confident walking but I find stairs and uneven surfaces difficult. I need to hold hands with someone to stay upright.
- I can stop walking suddenly and sit down and I don't understand danger when out and about so I need support to stay safe.
- I can put a lot of food in my mouth when eating. I need reminding to take my time.
- I find it difficult to wait for things that I want. I need support to understand turn taking and to speak quietly.
- I don't understand danger – if something is too hot, too sharp or shouldn't be eaten or drunk. I need someone to think about the activity I am doing or the environment I am in to make sure I am safe.
- I need people around me who use makaton to understand and be understood. Visual cue cards also help me understand what I am meant to do.
- Having a routine in my life, and knowing what is expected of me, and what is going to happen next
- I need to sleep in a bed which has sides – I sleep sitting up and I will fall out if I don't have sides to lean on.

How do we know that provision is effective?

The child is at the heart of our assessment process and we use the Person-Centred Approach whenever possible.

Provision is effective if your child is happy and safe, their needs are being met and they are making progress.

All children's progress, including those children or young people with special educational needs and disabilities, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests. In Birmingham we also have access to the Birmingham Language and Literacy and Maths toolkits which support assessment when a child or young person is making small steps of progress. In addition for children with special educational needs we also set individual targets (ITP.) These are small steps that drive progress in speaking and listening, reading, writing and maths. They are reviewed continuously, which helps the school to monitor how well interventions are working. You will be kept informed of the progress your child is making and the provision that is being made for them.

The progress each child is making is discussed at pupil progress meetings with the class teacher, head teacher, deputy head teacher and SENCo.

How is the governing body involved with SEN provision?

In our school we have a governor who is responsible for special educational needs. Her name is Mrs Joyce Jones.

The job of the SEN Governor is to meet with the SENCO regularly. In these meetings the SEN governor make sure

that children, young people and families are being supported by the right services from in and outside of school. The SEN Governor is involved in the whole school monitoring schedule.

In addition the Head teacher and SENCo have to give a report to the SEN Governor twice a year. The SEN Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.



5. Staff Training



How are the staff in school helped to work with children with SEND and what training do they have?

- In our school we believe that all staff should be involved in supporting pupils with special educational needs, disabilities and medical needs so we make sure that staff have training to help them do this.
- Staff training needs are reviewed on a regular basis dependant on the needs of our children and whenever a need arises. Recent training has included Safeguarding, Epipen, Autism Spectrum Disorder level 1, Diabetes, Asthma, Hearing Impairment training, Team Teach.
- As well as this various members of staff have been trained for different aspects of special educational needs including Makaton, Reading Rescue,



Project X,
Every Child Counts, First class at
number,

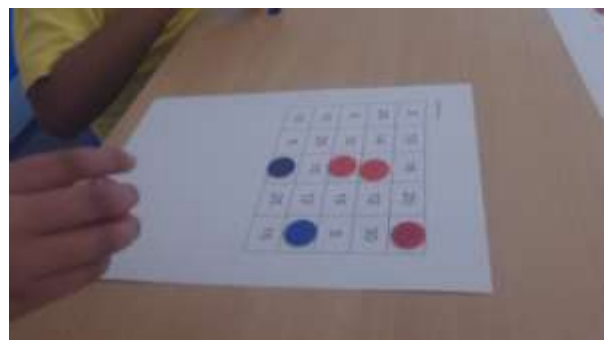


Barrier games, METRA (phonic programme), Cued Spelling and Wordshark.

- Advice from outside agencies (Pupil and School Support, Communication Difficulties and Autism Team, Educational Psychologist) is given to teachers in the form of a report and they implement any recommendations.

How is the whole school day made accessible to children with SEN?

- Adjustments made to physical environment where necessary,
- Integration assistants where applicable,
- Specialist equipment bought by school or hired from Physical Difficulties Support Service
- Visual timetables,
- Social story boards,
- Additional adult support where necessary.
- After school clubs available to all children
- PE coaches trained in inclusion
- Educational visits are risk assessed to include all pupils



What can I do if I am not happy with the provision for my child?

If you have a complaint about the school's provision for your child which cannot be resolved with the class teacher or the SENCo, please contact the head teacher Mr P. Foley, and we will do everything we can to address the issue. Our school and governing body take complaints seriously and will act upon these on an individual basis. For more information about the complaints procedure please contact the school office.

6. Moving on

How will we support your child when they are leaving this school or moving on to another class?

We aim to make times of transition as easy as possible for the children and young people in our school.



If appropriate, when starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions about our school
- Meet with staff at the child's previous school or setting
- Provide the child or young person with a transition book that has photographs of the key staff and areas around school
- Read reports from people who have worked with the child
- Arrange visits to our school so the child gets to see it before they start properly
- Give any adults working with the child a one page profile describing the things that help to support them in school

Based on needs, when moving to a new year group we:

- Introduce the child to their new teacher and teaching assistant individually
- Provide the child or young person with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays.
- Talk to the child and their family so we can answer any questions they may have about the new year group
- Give any adults working with the child a one page profile describing the things that help to support them in school

When moving to a new school we:

- Hold a person centred review and invite key staff from the new school if the child has an Education, Health and Care Plan
- Hold a transition review in Year 5 to discuss suitable Secondary provision
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants
- Ensure that the pupil is met and accompanied on transition day
- Talk to the child and their family so we can answer any questions they may have about the new school
- Create a transition book featuring key people and information about the new school
- Ensure that members of staff from the new school meet with Year 6 pupils in the summer term