



SEN Information Report 2020 - 2021

General School Details:	
School Name:	The Holy Spirit Catholic Primary School
School website address:	www.holyspirituncorn.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 mission statement, 'Together in the Spirit of love and forgiveness, our family learns to grow with hope and joy', is reflected throughout the school.</p> <p>Quality teaching of the mastery curriculum is delivered from all of our teachers. Children are submersed in exciting, engaging learning and all teachers ensure that aspirations are discussed and aimed for by all children. Teachers are responsible for every child, 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:	111 (September 2020)
% of children at the school with SEND:	There are 30 children on the SEN register at The Holy Spirit (27%). Of these, 2 children have pending (September 2020) Education, Health and Care Plans.
Date of last Ofsted:	February 2017
Awards that the school holds:	Nurture group Award, Healthy Schools Award, Arts Council Silver Award, Sing-Up Gold Award, Creative Partnerships, Active Mark 2008 Reward Commitment.
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	The Holy Spirit Primary school is situated on one floor only. There is wheelchair access and a disabled toilet. An Accessibility Plan also details how we aim to enhance the accessibility for children and visitors with disabilities.

Expertise and training of school based staff about SEN. (CPD details)	Staff	Area of expertise	Level Awareness (1 off course) Enhanced(Course series) Specialist(qualification)
	L Connolly (Head Teacher)	ASD SPLD ADHD	Awareness Awareness Awareness
	J Crabbe (Assistant Head Teacher & Class Teacher)	SLC	Enhanced
	A Green (SENDCo & Class Teacher)	SEND Mental Health First Aid Trained Read Write Inc	Enhanced Enhanced Enhanced
	G Flemming (Class Teacher)	SPLD	Awareness
	A Murphy (Class Teacher)	Talk for Reading	Awareness
	D Hughes (Class Teacher)	Dyslexia Training Read, Write Inc Mindfulness Asma	Awareness Enhanced Awareness Awa
	E Holleley (Teacher)	Elklan	Awareness
	L Jones (Family Support Worker and Teaching Assistant)	ASD SPLD ESLA Safeguarding Attachment Children's Mental Health Champions Supporting Bereaved Children Solihull Nurture Lego Therapy Children, Young People and Families Practitioner Boxall Profile Training	Enhanced Awareness Enhanced Enhanced Awareness Awareness Awareness Enhanced Enhanced Enhanced Enhanced Awareness
	A Charmer (Teaching Assistant)	Play therapy Sensory ASD Nurture ELSA Mental Health First Aid Trained Boxall Profile Training Sensory Processing	Enhanced Awareness Enhanced Enhanced Enhanced Enhanced Enhanced Awareness
	J Hull (Teaching Assistant)	Play Therapy ELSA Talk Boost Boxall Profile Training Peer Massage ADHD TOFFS	Awareness Enhanced Awareness Awareness Awareness Awareness Awareness
	C Grindley (Teaching Assistant)	ASD PDA	Awareness Awareness

	K Hayes (1:1 support)	Child Protection in Education Online Safety Domestic Abuse Awareness Child Neglect Awareness Preventing Bullying	Awareness Awareness Awareness Awareness
	All Teachers & TAs	Safer Handling One Page Profile Safeguarding Training Prevent Training	Awareness Awareness Enhanced Awareness/Enhanced
	Some Middays & Govs.	Nurture School	Awareness
In addition to this, 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. We currently have two additional TAs undertaking the ELSA training programme.			

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

Range of Provision and inclusion information:

How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<p>Children with special educational needs may be identified by the following:</p> <ul style="list-style-type: none"> • Working below the age related expectations despite being exposed to quality teaching that is tailored to meet individual targets and/or consistent interventions. • Showing significant difficulty developing English and Maths skills. • Presenting persistent social, emotional or mental health difficulties which have not improved even when personalised behaviour strategies and or targeted positive interventions have been carried out. • Having sensory or physical needs that have not improved with access to specialist resources. • Showing communication difficulties or having problems interacting with peers or staff • 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. • Strong home-school partnerships are developed with parents and carers to better the outcome of support provided • 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.
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example health, social	<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 as soon as difficulties are identified.</p> <p>We work closely with health and education services including: Local Authority SEN service, Education and Child Psychology Service (CAMHS), Local Authority Specialist Teachers, Speech and Language Therapy Service, Chatty Therapy,</p>

<p>care, local authority support services and voluntary sector organisations.</p>	<p>Woodview Child Development Centre, Paediatrics, Occupation and Physiotherapy Service, EWO (Education Welfare Offices), Social Care and Community Family support workers to ensure a coordinated and multi-agency approach to supporting children and families with SEN and additional needs.</p>
<p>How we provide access to a supportive environment; ICT facilities/ equipment/ resources/facilities etc.</p>	<p>Laptops, desktops and iPads are used to support and enhance learning through a variety of programmes and applications which link to the curriculum. Resources are used widely to support classroom-based learning and specialist resources to support interventions, in particular our range of sensory resources which are used to support our children with sensory needs.</p> <p>IT programmes used in school both specialist and non-specialist include; IDL, Active Learn, MyMaths, Oxford Reading Buddy, Class Dojo, Espresso Coding and school Spider</p> <p>Non-IT resources for SEN and additional needs include; Intervention programmes (for example Toe by Toe, ELSA and My Hidden Chimp), Specialist books, A Nurture classroom and where needed personalised resources (fine motor activities, fiddle toys, pencil grips, wobble cushions, weighted resources, tilted table tops etc)</p>
<p>What strategies/ programmes/resources are available to support speech & language and communication including social skills?</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 small group support.</p> <p>We use both the Halton Chatterbug service and a private Chatty Therapy service to ensure all children who require enhances Speech and Language support, especially in Early Years and Key Stage 1, receive the support needed. 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.</p> <p>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 English (reading /writing).</p>	<p>School operates 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. Throughout the year, children's Phonics learning in Early Years and Key Stage 1 is consistently monitored and in the event of gaps in phonic knowledge identified, personalised interventions are implemented, and small phonics groups are created.</p> <p>Termly, all children's reading and comprehension ages are assessed which allows us to correctly allocate books and reading material individually. Vulnerable readers are prioritised for adult support.</p> <p>Holy Spirit Catholic Primary may also deliver intervention programmes in both English and Maths (for example IDL) 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>At the Holy Spirit, individual mathematical needs are met by running interventions, within class or in small groups, which deliver pre, post and gap teaching. MyMaths is used in addition to initial teaching to support learning. Interventions are run by both Teaching Assistants and Teachers to ensure the highest level of support is</p>

	given in these sessions.
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	A quality mastery curriculum is taught in all classes at the Holy Spirit. Individual needs are met by curriculum adaptations, scaffolding and support. For example, concrete resources may be used for much longer to enable a child to access the maths curriculum or writing resources may be provided in English for a child to access the English curriculum. Children's interests are often included in the teaching and learning to make activities more engaging.
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 evaluate their overall effectiveness.	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. Partnership plays a crucial role in enabling children with SEN to achieve their full potential. Parents and carers hold key information 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 and now and next planners help children to access independent learning.
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 and 1:1 supports intimate care inline with our intimate care policy.
Extended school provision available; before and after school, holidays etc.	We run a breakfast club before school which is open to all our children. There are also plans to reintroduce after school clubs when COVID-19 guidelines allow. During the holidays, a play scheme is also run in the school hall which again will be re-introduced when guidelines allow.
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?	When government guidelines allow, 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). 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.

	<p>The school will also refer a child to CAMHS if it is necessary to 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>						
What strategies can be put in place to support behaviour management?	<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. 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>						
How we support pupils in their transition into our school and when they leave us.	<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 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>						
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<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 and Speech and Language services are implemented as necessary.</p> <p>Steps may be put in place to minimise sensory distractions, where needed, and ensure that a child is not overloaded.</p>						
Extra support for parents and carers and pupils offered by the	<p>Involving parents and learners in the dialogue is central to our approach and we do this through:</p> <table border="1"> <thead> <tr> <th>Action/Event</th> <th>Who's involved</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Action/Event	Who's involved	Frequency			
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school/how parents are involved in their child's education.	SEN support plan review	Parents and carers of children who are SEN support, child, class teacher, teaching assistant & SENCO.	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. <ul style="list-style-type: none"> In the event of self-isolation or school closures as a result of COVID-19, home support plans will be provided to parents are carers in order to support parents supporting SEN children from home. Home-School communications will also be increased for these children.
	EHCP review	Parents and carers of children who have an Education, Health and Care Plan. Class teacher, Teaching Assistant & SENCO may be involved.	Once a year
	Parents evenings	Parents and carers of all children. Child. Class teacher	Twice a year
	Celebration assembly	Any parent. Child. Class teacher.	Weekly <ul style="list-style-type: none"> These will resume as a whole school with parents when COVID-19 guidelines allow.
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.	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. We currently have 1 child in Year 6 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.		
Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of	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		

how pupil premium is used within the school.	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.		
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Completed by:	Amy Green SENCO	Date:	September 2020

Version Control

Area of Document Updated:	Updated By:	Date: