

Holy Family Catholic Primary School Serving the Community

SEND Information Report – School Local Offer (2023-2024)

Children and Families Act 2014

The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEND), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person 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 or mainstream post-16 institutions.

As part of the SEND reform programme, Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Local Offer and the SEND Information required as stated in the SEND Code of Practice.

Glossary of Terms:

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
IEP	Individual Education Plan
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
EHCP	Education, Health and Care Plan
SEND Support – wave 2	Special Educational Needs and Disability – Wave 2
SEND Support – wave 3	Special Educational Needs and Disability – Wave 3
SALT	Speech and Language Therapy/Therapist

SEND	Special Educational Needs and Disability
SEND Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs and disabilities.
SENDSCO	Special Educational Needs and Disability Co-ordinator - organises and monitors provision for children with special educational needs and disabilities.

We have set out our School Local Offer / SEND Information Report through a series of questions from which you can get more information. You may also wish to refer to our SEND Policy which can be located on our school website (www.holyfamilyhalewood.org.uk) for further information.

Q1. How does the setting know if my child needs extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers/school staff or the child. At Holy Family, we operate an open door policy whereby children, parents/carers and teachers/school staff are able to discuss any concerns that arise.
- Limited progress is made – This is carefully monitored by the class teacher/Head Teacher and will be highlighted on our school assessment tracking system. (At Holy Family, we provide regular assessment opportunities for all children which allows teachers to determine children’s progress, achievements and future steps).
- There is a change in the pupil’s behaviour or progress. (Class teachers monitor children’s behaviour and progress on a daily basis).

Q2. How can I let the setting know that I am concerned about any area of my child’s development?

- The class teacher is the initial point of contact for responding to parental concerns regarding your child’s development, progress and attainment. Class teachers are usually available at the beginning and end of the school day or an appointment can be made via the school office.
- Once a concern has been raised with your child’s class teacher, the class teacher will then inform the SENDSCO/Head Teacher and will support parent/s/Carer/s in filling out an ‘Initial Identification Form’ regarding concerns about your child’s development, progress, attainment. This form will be handed over to the SENDSCO.
- Class Teacher will also fill out a ‘Class Teacher Initial Identification Form’ if they have concerns regarding a child’s development, progress and attainment within their class setting. This will be handed over to the SENDSCO.
- From this; the child will be added to a monitoring register (Wave 1), and a monitoring process will take place.
- If there remains to be concerns, an assessment process may take place.

- Specific concerns in relation to SEND should be directed to Mrs Davies who is the school SENDCO.

Q3. How will teaching be matched to my child's needs?

- Once a pupil has been identified with additional needs, their work will be differentiated by the class teacher through quality first teaching to enable them to access the curriculum more easily. Each pupil's learning will be differentiated accordingly to suit the pupil's individual needs. This may include; additional physical resources; where appropriate, specialist equipment may be given in order to support the pupil's needs such as: writing slopes, pencil grips, coloured paper etc. Additional general support may be given by the teacher or general teaching assistant in class who may support small groups of children or individual children during lessons.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group with children of similar needs and will participate in an intervention led by a teacher or general teaching assistant. The length of time of the intervention will vary according to need and will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- General Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- Learning Mentor may be allocated to work with the pupil on a 1-1 situation on a specific intervention or small group intervention to target more specific needs.
- School have access to a number of external agencies to support learning and assessment of needs for children with SEND. These are accessed on a needs-led basis. Occasionally a pupil may need more expert support from an outside agency such as Speech and Language Therapist, Occupational Therapist etc. A referral will be made with parents/carers consent and forwarded to the most appropriate agency. After a series of assessments, the external agency may become involved in working with the pupil on a 1-1 to target more specific needs, a programme of support is usually provided to the school and parents/carers to help support the child's specific needs.
- If a child has been identified as having a special need, they will be given an Individual Educational Plan (IEP)/play-plan and the SEND cycle of 'assess, plan, do, review' process will take place. Time is allocated for parents and their children to work alongside their class teacher and any other agency involved with the child in creating and updating an IEP for the child in the form of child friendly targets. Targets are set according to their area of need. These will be monitored by the class teacher on a regular basis and by the SENDCO three times per year. IEP's will be discussed, reviewed and updated on IEP day which will take place three times per year by; the class teacher, the child

involved, parent of the child and any other agency involved in working with the child. All people involved in the process of the IEP meeting will receive a copy of the child's IEP including the parent of the child. The SENDCO will oversee this process.

- Pupil Progress Meetings are held each term. This is a meeting whereby the class teacher meets with the Head Teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- The Governors of Holy Family Catholic Primary School Serving the Community are responsible for entrusting a named person, (Mr Kevin Quigley - Head Teacher) to monitor Safeguarding and Child protection procedures. Mr Kevin Quigley - Head Teacher is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

Q4. How will I be informed of my child's progress?

- You will be informed and able to discuss your child's progress at Parents' Evenings. There is also opportunity for you to view your child's work during this time.
- For children who receive SEND support, an IEP/Play-Plan will have been created. The targets and progress will be shared and discussed with parents/carers on a termly basis. (IEP day).
- If a child has an Education Health and Care plan, an annual review will be held with parents and all professionals involved (including the child where appropriate) in addition to the usual parent's/carers evenings and TAF meetings.
- At the end of each academic year, all parents are given a report of their child's achievements and progress. Parents can see the level of progress their child is making in relation to National Curriculum age related targets.
- At Holy Family, we operate an open door policy where class teachers are able to speak to parents/carers informally at the beginning and end of the school day.

Q5. What support do you have for me as a parent to support my child?

- Your child's class teacher may be able to suggest ways of supporting your child at home.
- You can access your child's learning via our school website (www.holyfamilyhalewood.org.uk) which showcases all the learning that takes place for all year groups.
- If you have specific questions then Mrs Davies (SENDCO) or Mrs Reeves/Mrs Powell (Learning Mentors) may also be able to

provide ideas, suggest strategies or be able to signpost you to relevant agencies.

- Vicky Powell (our family learning provider) regularly holds workshops in school for parents/carers to work alongside their children on a variety of activities. Leaflets will be sent home with your child prior to these events.
- For parents/carers of children with particular needs, there are a variety of support groups in Knowsley, such as the ASC Parent Support Group. Mrs Davies, Mrs Reeves or Mrs Powell will be able to inform parents/carers of appropriate groups.

Q6. What support will there be for my child's overall wellbeing?

- At Holy Family, we offer a wide range of pastoral support for all children. Mrs Reeves/Mrs Powell (Learning Mentors) work individually with children and with small groups on a variety of aspects of overall wellbeing, including self-esteem and confidence.
- Pupil voice is an important tool for ensuring overall wellbeing. At Holy Family we use a variety of sources for collating pupil voice, from our School Council, weekly circle time sessions, pupil interviews and questionnaires. In addition to this, all children in our school have the opportunity to have their voice heard and express their opinions and feelings through a variety of means e.g. ask it basket, worry box etc.
- Holy Family implement a whole school behaviour policy which is used consistently in classes. This consistency ensures children clearly know what is expected of them. Mrs Reeves/Mrs Powell (Learning Mentors) are able to offer more focused behaviour support and interventions where necessary.
- If a child has medical needs, a Health Care Plan will be written up by the school nurse in collaboration with the parent/carer and appropriate school staff. This will detail any medical needs, medications and what to do in an emergency.
- Attendance is rigorously monitored on a daily basis to ensure school can support overall wellbeing. If the school office has not been made aware of a child's absence, the school office will follow the steps outlined in the Attendance Policy which can be located on our school website (www.holyfamilyhalewood.org.uk).

Q7. What specialist service and expertise are available at or accessed by the setting to support my child?

- At Holy Family, we have access to a number of agencies who support learning and assessment of needs for children with SEND. Depending on the needs of the individual child, school may access the support from the following agencies:
 - Speech and Language Therapy
 - Occupational Therapy/Physiotherapy
 - Educational Psychology
 - ASC (Autism Spectrum Condition) Specialist Teacher
 - ADHD (Attention Deficit Hyperactivity Disorder) Specialist Teacher
 - Specialist Support Teacher
 - Sensory Impaired Service
 - CAMHS (Child and Adolescent Mental Health Service)
 - Child Development Team
 - Local Authority SEND Officer
 - Attendance Support Services
 - Social Care
 - Children's Centres
 - Family First
 - Stronger Families
 - School Nurse
 - Continence Team
 - Paediatric Consultants

- Mrs Davies (SENDSCO) is able to refer to these services if a joint decision has been made with parents/carers about the need to seek specialist advice and support to move a child's learning forward.
- Holy Family ensures that all staff has regular support in their continuing professional development and is able to attend training to develop their skills and expertise.

Q8. How accessible is your setting and how will my child be included?

- Holy Family is wheelchair accessible, with disabled toilet facilities and wide doors in some parts of the building. We are committed to making any reasonable adjustments to include children in school. This is outlined in the accessibility plan. We are happy to discuss individual access arrangements.
- Trips are available to all pupils and risk assessments are carried out prior to the trip. If support is required for a child on a trip then arrangements will be made in a timely manner.

Q9. How will the setting prepare my child for transitions on to the next stage of educational and life?

- Throughout school life, children undergo a variety of transitions. We understand these times can be daunting for children so we endeavour to make these transitions as smooth as possible.
- Before joining Holy Family: There may be home visits or visits to your child's previous setting, an exchange of information between professionals.

- Movement from class to class: Transition meetings take place between class teachers during the summer term when information about the children is passed on, this includes SEND information. Children also get to meet their new class teacher in the final weeks of the summer term for the next academic year.
- Leaving Holy Family: Before Year 6 move to their secondary school, they participate in preparatory transition work with the Learning Mentor and class teacher. Children will visit their secondary school in the summer term. In the summer term, Year 6 class teachers/SENDCO meet up with secondary school's Head of Year 7/ SENDCO's/Transition Coach to pass on relevant information including SEND documentation.
- Children in Years 4 and 5 are encouraged to visit the secondary schools for open days to find out more about their choices.
- If a child leaves mid-year or before they reach Year 6, information will be passed on to the new school, including SEND information.
- Where a pupil may have more specialised needs, a separate meeting will be arranged with SENDCO, class teacher, other relevant agencies, Secondary school SENDCO and parents/carers and child where appropriate. Additional visits to their receiving school may be organised if deemed beneficial.

Q10. How are parents/carers/families involved in the setting?

- Parents/carers are encouraged to participate in as many aspects of school life as they wish to. There are 3 parent/carer evenings to discuss progress and attainment during the year. If a child has an Education, Health and Care plan, there will be an additional Annual Review
- School invites parents to use Ofsted's Parent View website to give their opinions on school and regularly ask for parent views to be given via questionnaires.
- Holy Family distributes a weekly newsletter and the website is regularly updated with news and events. We also have a Twitter account and parent app that showcases all aspects of school life. This is a powerful tool of communication between home and school.
- Friends of Holy Family, PTA, regularly organise family events and fundraising activities for all to participate in.
- Families are invited to celebration events, workshops and other events throughout the year.

Q11. Who can I contact if I have a concern or complaint?

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advice on formal procedures for complaint.

Q12. Who can I contact for further information?

- If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting:

Mr Quigley
Head Teacher

Mrs Davies
SENDCO

Mrs Reeves/Mrs Powell
Learning Mentors

0151 282-8971

The Knowsley Authority Local Offer can be found on the KnowsleyInfo website
www.knowsleyinfo.co.uk/localoffer