



Holy Family SEN Information Report

2021-2022

SENCO: Mrs Laura Bowes

SEN Governor: Mr Dan Paton

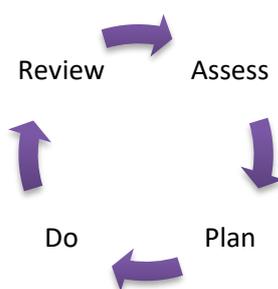
Contact: 0151 7093672

Local Offer Contribution: <http://www.Liverpool.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: In assessing a child we will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the

assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed at least every term.

PLAN: We recognise that we must formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. At Holy Family this may take the form of a Pupil Profile, EHAT (Early Help Assessment Tool) or EHCP (Education, Health and Care Plan), alongside specific targets set by outside agencies that we have agreed to work on.

DO: The School's SENCO, Mrs Bowes, supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. Where interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and will work closely with teaching assistants/specialist staff to plan and assess the impact of support and consider how they can be linked to classroom teaching.

REVIEW: Reviews are carried out on an agreed date. Some children have an EHCP which must be reviewed by the local authority in partnership with the school at least annually. Some children will have Pupil Profiles which will need reviewing termly. When Pupil Profiles are reviewed we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings. The SENCO may also attend meetings offsite to support the transition process.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Wellcomm

Talk About Town

Think Yourself Great

Lego Therapy

SENISS

Visual Timetables

Now and Next Boards

Social Stories

2. Cognition and learning

Educational Psychologist

SENISS

Dyslexia assessments

Phonics groups

Small group work

1:1 support

3. Social, emotional and mental health

School Counsellor

Mental Health Support Team

YPAS

Seedlings

Mental Health Intervention Team

CAMHS

Mental Health First Aiders

Always Available Adult

Peer Mentors

4. Sensory and/or physical needs

Physiotherapy

- Ear defenders
- Enlarged print
- Pencil grips
- Sloping boards
- Sensory toys

We have 43 children or young people receiving some form of SEN Support. (September 2021)

We have internal processes for monitoring quality of provision and assessment of need. These include pupil progress meetings, learning walks, book monitoring and data analysis.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Pupil Profiles	Pupil and parents/carers	Termly
Pupil Voice	Pupils	Termly
EHCP	Pupils and parents/carers	Anually
Parent's Evening	Class teachers and parents/carers	Termly
Website	Staff	Weekly
Twitter	Staff	Daily
Microsoft Teams	Class teachers and pupils	As required
Phone calls	Class teachers	As required

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
JC	Therapeutic Counsellor	Level 4 Diploma
JS	Therapeutic Counsellor	Level 4 Diploma
SMcC	Dyslexia Assessment	Level 7 specific learning difficulties, dyslexia

This year, we have put in additional training into:

Making Sense of Autism

Dyslexia Awareness

Inclusion in practice

The Role of the Class Teacher in Supporting Children with SEND

Exploring the Broad Areas of Need

Developing an Enabling Inclusive Learning Environment

Developing Effective Partnerships with Parents and Carers

Our SENCO attends the School Improvement SEN Briefing in November and March

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

Due to the current COVID 19 pandemic, staff are working within their own 'bubble'.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

When a child is transitioning to another setting we will discuss the child's needs with their new setting. All relevant paperwork, including reports and assessments will be transferred to their new setting.

We attend School Improvement Liverpool's Transition Event to discuss the needs of our Y6 pupils before they attend their new secondary school.

Complaints

If a parent of a pupil with special educational needs is concerned about the provision that Holy Family is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENCO.

Reference should be made to the school's Complaints Policy which can be found via the website.

What has and has not worked this year

Key successes this year include:

Achieving Gold Status from The Carnegie Centre of Excellence for Mental Health in Schools

Effective Pupil Progress meetings to identify the individual needs of pupils

Identifying appropriate interventions for individual pupils

Using Wellcomm Assessments to identify speech, language and communication needs in EYFS

Communication with secondary schools with regards to transition.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

Planned lesson observations

Book monitoring

Learning walks

Evaluation of data

Pupil progress meetings

Pupils and parent voice

Wellcomm assessments for all children in Nursery and Reception

Relevant school policies underpinning this SEN Information Report include:

SEN Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005