



At Holy Family Catholic Primary School, our vision is to empower children to become architects of a better world. We continuously seek to evolve our holistic understanding and application of learning. We hold a shared belief that this requires knowledge, effort, empathy, passion, and innovation.

Our aims for pupils with special educational needs are:-

1. To identify their needs as soon as possible.
2. To match their needs with the criteria set by Southampton City Council.
3. To make arrangements for their needs to be met so that they have the greatest possible access to the National Curriculum.
4. To record and review their progress regularly.
5. To take into account pupils' opinions at informal interviews.
6. To involve the parents from the onset and in regular meetings for target setting and reviews.
7. To make full use of the outside agencies which are available and become involved with the school.

Our loving and caring ethos is revealed through our everyday life in school, in our learning and our sharing, where each child is valued in collaboration with parents and the wider community.

The Special educational needs that we currently provide for in our schools are:

1. Social, Emotional and Mental Health needs (SEMH)
2. Cognition and Learning needs
3. Communication and Interaction needs

How do our schools know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, health professionals, teachers or the child.
- Limited progress is being made generally, or in certain areas (this includes progress in one area of the curriculum being very different to other areas or when a child's social and emotional skills are very different to their academic ability).
- There is a change in the pupil's behaviour or progress.

What should I do if I think my child has special educational needs?

- Talk to your child's class teacher about your concerns, they are there to support your child.
- Your child's teacher will be able to get support from the professionals.

How is the decision made about what type of and how much support my child will receive?

- Your child's class teacher is responsible for the day-to-day support of your child. The biggest impact on children's progress, including those with SEND needs, is quality first teaching alongside parental support at home.
- The class teacher will discuss your child's needs with a senior member of staff and will provide support strategies, or interventions where appropriate, that are additional to or different from those provided as part of the school's usual differentiated curriculum strategies. These will be determined by the barrier the child is experiencing and the Ordinarily Available Provision document from Southampton will be utilised.
- The SENDCo will be involved if progress is still a concern. They will then support with further assessments of the child so that future support for the children can be planned, monitored and subsequently reviewed. If appropriate, the SENDCo will make a referral to an external agency.
- The support could take the form of provision of different learning materials, special equipment, some group or individual support or individual interventions (this depends on staff availability).
- Occasionally a child may need more expert support from an outside agency such as advice from the LA support services, SALT or OT support. If this is the case, a referral will be made with your consent and forwarded to the most appropriate agency.

How will I know how Holy Family Catholic Primary School supports my child?

- When your child has been identified as having a SEN need and strategies have been put in place to support your child, they will be initially recorded on a pen portrait. If the child is working at a pre-emerging level, meaning they are working outside of the phase they are in, an Individual Education Plan (IEP) will be created so that small targets can be set, taught and progress can be tracked. This means that the class teacher, senior staff members and the SENDCo will be able to review how successful the strategies employed are and plan future strategies to support your child's progress.
- For children with an EHCP (Education, Health, Care Plans), families will also be invited to an annual review.

How will the curriculum be matched to my child's needs?

- When a child has been identified with special educational needs, their work will be adjusted by the class teacher to enable them to access the curriculum more easily.
- Staff members may be allocated to work with your child in a small focus group or one-to-one.
- If appropriate, specialist equipment may be given to your child.
- For some children there may be variations in the weekly timetable so that the learning activities are suitable to the child's needs.

How will I know how my child is doing?

- Targets set on each child's IEP and general progress will be monitored by the class teacher. In addition to this, the phase leads and SENDCo will keep an overview of the progress of each child.
- You will be able to discuss your child's progress at our termly meetings.

- We will review your child's IEP with you and we will plan the next steps for your child's learning development and share this with you.
- In addition, you are very welcome to make an appointment to speak in more detail with your child's class teacher to discuss your child's needs and/or progress.

How will you help me to support my child's learning?

- Your child's class teacher can meet with you to discuss support you can offer your child at home.
- If there are difficulties with emotional/behaviour needs at home, it may be a referral to an external agency is appropriate.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

How will my child be able to contribute his or her views?

- Your child will talk regularly with the class teacher and other staff members on how they feel about their learning, particularly celebrating their successes. We will listen to your child and take their ideas and feelings into account when planning next steps together.
- If your child has an Education, Health and Care plan, they will be asked their views before review meetings.

What support is there for my child's overall well-being?

- We are an inclusive school and we welcome and celebrate diversity. We believe that children having high self-esteem is crucial to their wellbeing therefore there are many opportunities within the curriculum for pupils to develop their social and emotional skills.
- We have a caring and understanding team who believe in looking after the 'whole child' and their family. If you have any questions or concerns, please contact us and let us know.
- We have access to an ELSA (Emotional Literacy Support Assistant). Any child, whether identified as SEND or not, may spend time with the ELSA on a one-to-one or group basis according to need. We operate a waiting list system as this provision is in high demand.
- We have a Medical Policy and work with families to develop individual health care plans (IHCPs) when appropriate.

How will my child be included in activities outside the classroom including school trips?

- We plan a variety of enrichment activities for all children and invite all children to participate.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. However, if it is deemed that an intensive level of one- to-one support is required a parent or carer may be asked to accompany their child during the activity.
- Some pupils will have individual health care plans and these will cover arrangements for extra-curricular activities.

How accessible is the school environment?

- Our school site is not DDA (Disability Discrimination Act) compliant as we have areas which are inaccessible due to narrow doorways. The LA do not routinely fund adaptations in all schools, but nominate schools which are fully compliant in the local area.
- A disabled parking bay is available at the entrance of the school.

What specialist services and expertise are available at or accessed by the school?

In our school, we work with any external agencies that we feel are relevant to individual children's needs, including:

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Counsellors / Therapists
- The Early Support Hub
- Specialist Teacher Advisory Service; visual/hearing impairment
- Speech and Language Therapists
- SALSA
- Occupational Therapists
- School Nurse
- Outreach Teams from Springwell (Southampton Inclusion Partnership)
- Paediatricians

What training have the staff supporting children with SEND had or are currently having?

Different members of staff across the school have received training related to SEND.

- All staff have been trained in phonics and how to deliver a high quality phonics programme.
- Speech and Language training programmes from Speech and Language therapists.
- Training for supporting children with hearing and visual impairments.
- A number of staff are Team Teach trained.
- Some of our teaching assistants and our SENDCo have received training from our Educational Psychologist regarding Precision Teaching and Comic Strip Conversations.

How will the schools prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children and their families to visit our school prior to starting with us. For children with SEND, we encourage further visits to assist with the acclimatisation of their new surroundings.
- Children new to Year R are visited in their pre-school setting and they are also invited to attend a stay and play session at school with their parents/carers.
- At the beginning of the Autumn term, our Year R team also visit all the children at home.
- All children new to our school in July/September are invited to our 'Induction sessions' in the Summer term before their September entry.
- Our Year 6 leavers attend their secondary school on the City transition day.

- We plan additional transition time to secondary schools for pupils who require this support.
- We use a range of resources to support children with transition. The secondary school may be able to provide a social story.
- We liaise closely with staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How are the school's resources allocated and matched to children's SEND needs?

- The SEND budgets in our school are spent in full and targeted towards the pupils on the school's SEND register to provide resources in the form of time, staff and materials.
- Children are supported by having adapted work whenever appropriate, access to additional resources when necessary, as well as individual help or small group work, in or out of the classroom.

Who can I contact for further information?

- Your first point of contact is your child's class teacher to share any concerns you may have.
- Senior Team can support if the class teacher has utilised skills and requires support.
- Consult Southampton's Local offer – <https://www.southampton.gov.uk/schools-learning/send-local-offer/>
- Contact Southampton SENDIASS – a SEND charity set up to support parents of children with additional needs - <https://www.southamptonsendiass.info/>
- Contact IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk

What steps should I take if I have a concern about the school's SEND provision?

- Contact the school's SENDCo and book an appointment to discuss your concerns.
- If your concerns are still not addressed, contact the Senior Team, then Headteacher.