

1. What kinds of special educational needs provision is made at Holy Cross and All Saints RC Primary School?

Holy Cross and All Saints RC Primary School is an inclusive school an inclusive school that aims to remove barriers to learning and participation in order to provide an education that is appropriate to pupils' needs, promotes high standards and the fulfilment of potential for all pupils.

Additional support for children with Special Educational needs:

- Quality, targeted class teacher input, ensuring that all pupils can access the best possible teaching. Teachers have high expectations of all the children in their class. Teaching is built upon knowledge of what your child already knows, can do and can understand. Children are given the opportunity to learn in a variety of ways, ensuring that their learning style is catered for.
- Small group interventions. Run by either a teacher or teaching assistant, our school offers a variety of interventions aimed at targeting the difficulties of children who are not making expected progress
- Individual support. This type of support is provided for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

School staff expertise

All teaching staff carried out training on strategies to identify and support children with fine motor skill difficulties.

All staff have completed training on attachment difficulties in children.

All staff have completed training on working with children with ASD.

Two teaching staff have attended training around assessing children in preparation for a dyslexia assessment.

SENDCo attended training in order to make referrals to CAMHS.

Three teaching assistants attended training in Lego Therapy. Time is given to SEND at INSET days and in staff meetings.

School environment

Our school is very accessible. There is wheel chair access and a disabled toilet facility.

Social and emotional needs

All classes have a weekly circle time and PSHCE sessions to discuss and reflect on social and emotional issues.

School employs a social worker from the charity CARITAS to do counselling with vulnerable children and also to work with groups on specific issues such as behaviour.

Our school is very lucky to be part of the i-Reach programme, which is part of Salford's Thrive in Education offer. As part of this, we have a CAMHS practitioner in school half a day each week.

Our school recently gained 'Emotionally friendly School' status. Teachers can identify and respond to the broad emotional needs pupils, raising their wellbeing to enable children to succeed and thrive within school.

For further information see our webpage explaining this: [Holy Cross and All Saints - Emotionally Friendly School](#)

Outside agencies

School works closely with outside agencies. If a child needs extra specialist support you may be asked to give your permission for the school to refer your child to a specialist professional, e.g., Speech and Language Therapist or Educational Psychologist. The specialist professional will work with your child to understand their needs and make recommendations to school on ways your child should be given support.

For further information please see our school SEND policy: [SEND Policy](#) and our schools Local Offer: [Holy Cross and All Saints Local Offer](#)

2. How does the school identify and assess children with Special Educational Needs?

The progress of all children is continually monitored by class teachers, through two forms of assessment:

- **Assessment for learning (formative assessment)** involves the use of assessment in the classroom to raise pupil achievement. This includes careful questioning, observation and marking of children's work. It is based on the idea that pupils will improve most if they understand the focus of their learning, where they are in relation to this, and how they can achieve to the best of their ability.
- **Assessment of learning (summative assessment)** involves judging children's performance against national standards. Teachers make these judgements using a combination of Assessing Pupil Progress guidelines and tests linked to the national curriculum.

If a class teacher has concerns about a child, they will inform the SENDCo and next steps will be discussed. Parents will then be invited to meet to share their opinions and concerns. From this point a child will receive additional support, which may take a variety of forms; academic, emotional, social. Their progress will continue to be monitored. If insufficient progress is made, it may be beneficial to involve outside agencies to carry out further assessments of your child in order to identify areas of strength and difficulty. The results of these assessments will be the basis of the child's Individual Education Plan (IEP), which will then be created to document SMART targets that will be closely monitored by the class teacher and SENDCo. This will be evaluated at the end of each term, by the child, the teacher and the parent. Parents have the opportunity to discuss their child's IEP with the SENDCo and the child's IEP will be sent home for parents to comment on and make suggestions.

Those children who have significant difficulties and complex needs may require an Education, Health and Care Plan (EHCP) This is a statutory document which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.

Please see our SEN policy for further information, or contact school to discuss anything further with the SENDCo Mrs R Whittaker – 0161 7894386

3. What are our policies for making provision for children with Special Educational Needs?

a. How does the school evaluate the effectiveness of its provision for SEN pupils?

Teachers formally evaluate the progress of all children at the end of every term. The SENDCo specifically monitors the progress of SEN children and speaks to teachers if a particular child appears to be making slow/little progress.

Our school delivers a variety of intervention programmes: Coordination matters, spelling interventions, Maths interventions, reading interventions and Lego Therapy to name but a few.

Starting points are recorded in order to monitor progress and to measure how much of an impact a particular intervention has had. We expect children to make good or outstanding progress through these interventions. If progress is not as marked as we would like, an alternative intervention or additional support will be put in place.

Through provision mapping we assess the provision each child needs and provide interventions, additional support or additional resources to provide for their needs.

b. What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

IEP targets are reviewed regularly and adjusted if necessary.

Teachers formally review IEPs three times a year, at the end of each term.

If teachers feel that a child is not making adequate progress, they can discuss that child with the SENDCo. Further additional resources or the involvement of outside agencies may be needed. Equally if a child appears to be making good progress it may be decided that they may no longer need specific targets.

Parents of all children on the school's SEND are given the opportunity to give their views and to have input into their child's IEP. New IEPs are sent home for parents to comment on and to give their input. Informally at any time parents can speak to the SENDCo or class teacher about any concerns or queries regarding their child.

If a decision is made to place a child on the SEND register parents will immediately be informed and the next steps for their child will be discussed.

Pupils are also involved in formulating and assessing their own IEP targets if appropriate. Teachers share targets with children and keep them informed on progress they are making towards reaching them.

Children who have an Education Health and Care Plan (EHCP) will be reviewed either annually (every 6 months if under 5), or if needs change more regularly. Parents, professionals involved with the child, the SENDCo, class teacher and child's Teaching Assistant (if applicable) will be invited to the meeting.

All parties will discuss the child's objectives, decide whether they remain appropriate and make decisions on any changes needed. The child themselves will also be asked for their views before the meeting and will attend part of the meeting if this is appropriate.

c. What is the school's approach to teaching pupils with SEN?

All teachers at Holy Cross and All Saints have high expectations of all our children and they create a positive and supportive environment for all children. When planning and teaching the National Curriculum our teachers set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment. Create a positive and supportive environment for all pupils

All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teaching and learning opportunities are adapted to the needs of children to allow all children to access tasks.

All teachers:

- set high expectations and provide opportunities for all to achieve
- use appropriate assessment and set targets for learning in order to build an ongoing and holistic understanding of pupils and their needs
- take account of legislation requiring equal opportunities
- take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Teachers:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely.
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning

Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers take action to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. Teachers:

- plan for enough time for satisfactory completion of tasks
- plan opportunities, where needed, for the development of skills in practical aspects of the curriculum
- identify aspects of the curriculum that may present specific difficulties for individuals and plan to ensure inclusion by making adaptations to tasks and activities.

At our school children are taught in mixed ability classes. Within all lessons, work is adapted if necessary to ensure that all children are given the opportunity to access learning. Pupils are encouraged to record their work in a way that suits their learning style. Teachers use a variety of teaching methods to suit a range of learning styles.

d. How does the school adapt the curriculum and learning environment?

We adapt the curriculum and learning environment in a variety of ways.

- Work is adapted if necessary and children are given the opportunity to work in a way that will maximise learning:
- Interventions are carefully targeted through identification and assessment of need
- Small-group and one-to-one interventions are carried out by a teacher or Teaching Assistant (with the guidance of the class teacher)
- some pupils will require high quality, structured, targeted interventions to make progress.

Learning environment

All classes are resourced to meet the needs of children with different needs. Teachers are trained to allow for the differing learning styles of their pupils. Children have access to coloured overlays and work is printed on coloured paper for children who find this helpful. We also carry out a Dyslexia Screener if a teacher or parent has concerns.

e. What additional support for learning is available for pupils with SEN?

At our school we have a very experienced group of teaching assistants who work alongside class teachers to support children in lessons. They support groups or individuals within class and if necessary, they can be withdrawn for more focussed, quiet work. We also run a number of intervention programmes including: Coordination Matters, Lexia, Fun Key Maths, interventions lead by CARITAS, as well as interventions targeting the emotional and social well-being of pupils. We have iPads and Chrome books with specific apps and programmes to engage children and to help them to learn.

f. What activities are available for pupils with SEN in addition to those available in accordance with the curriculum?

Our school offers a variety of after school activities, including football, running, Spanish, crafts, art, to name but a few. Other opportunities available to children include: a residential visit to Lledr Hall in year 6, the opportunity to take part in the Bikeability Programme.

g. What support is available for improving the emotional and social development of pupils with SEN?

Our school has a social worker from the charity CARITAS (Nadia Walsh) who comes into school one morning each week. She works with children either individually or within groups on issues such as behaviour or in developing self-esteem.

Our school is part of the i-Reach programme, which is part of Salford's Thrive in Education offer. As part of this, we have a CAMHs practitioner in school half a day each week.

Teachers have taken part in training on Mindfulness and children are now benefitting from regular meditation and contemplation time. Circle time and PSHCE sessions give children the chance to air their views and to learn more about relationships, health and emotions. As a Catholic school our collective worship and religion lessons encourage children to reflect on how they treat others and on making the right choices. We also have a school chapel where children like to go for quiet time. Our lunchtime welfare staff are trained in teaching children games and encouraging cooperation and team work.

4. What is the name and contact details of the SENDCO?

Our SENDCo is Mrs Rachel Whittaker. She can be contacted on 0161 7894386 or via email at holycross.allsaints@salford.gov.uk

5. How is the expertise and training of staff (in relation to Children and Young People with SEN and about how specialist expertise) secured?

Time is given to SEND at INSET days and in staff meetings. Any training attended is shared with staff in staff meetings.

Staff development needs are identified through performance management and appraisals and also by identifying priorities based on the current SEND register.

When a child with a specific type of SEND has been admitted to school specialist professionals come into school to give a basic awareness of a particular type of SEND which is appropriate for all staff that come into contact with a child, e.g. Cystic Fibrosis nurse, haemophilia nurse.

Before deciding on SEND staff training priorities, we look at the needs of the children and decide on the most appropriate and useful training needed to meet their needs.

Staff have recently been trained in: Blank Level Questioning and ASD.

We also work closely with any external agencies that are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Learning Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services and Social Workers.

6. How are equipment and facilities secured to support children with SEN?

All teachers contribute to whole school and class provision mapping. This clearly highlights resourcing needs. There is a designated budget to ensure that pupils with SEND have the equipment and facilities they need to facilitate their needs. Through on-going monitoring and evaluation, we regularly assess the effectiveness of provision and make plans for future resourcing needs.

7. How do we involve and consult with parents of children with SEND?

The relationship we have with all of our parents is very important to us. For parents of children with SEND the relationships we build are vital in supporting their child throughout their time at Holy Cross and All Saints.

In the Early Years, parents are consulted and kept informed informally on a daily basis when they bring and collect their child. They are also invited to discuss and contribute to their child's IEP and will be given copies as new plans are created so that they can continue to support their child at home.

Sometimes communication may be in the form of a telephone conversation or a home school communication book. The latter is really useful for staff to plan activities to meet the interests and needs of children with communication difficulties.

As a child with SEND progresses into Key Stages One and Two, meetings involving other professionals such as speech and language therapists, specialists from the learning support service, educational psychologist, occupational therapists or paediatricians may be called to review progress or discuss a concern. Parents are always invited and involved in these meetings and their views are sought and acted upon.

Parents of children with SEND will be invited to discuss and contribute to their child's IEP. They can meet with their child's teacher to discuss progress and share in the evaluation of the Learning Plan

8. How do we involve children with Special Educational Needs in their education?

IEP targets are shared with children and they have the opportunity to give their ideas on ways to help them move forward in their learning, for example resources or strategies that might help them and suit their learning style.

Children are invited along with their parents to their annual review if this is felt to be appropriate; here they can give their views on progress made and the most effective opportunities/strategies/resources which have helped them move towards their targets.

All children have their say through circle time in class and we have a school council to represent and to champion the ideas of all children in school.

We give children opportunities to share how they are feeling about their school experience through pupil voice activities, such as questionnaires and discussions with staff.

9. What should you do if you have a complaint?

At Holy Cross and All Saints we work hard to build and maintain good relationships with all of our parents and seek to keep them informed about their child. Should a parent of a child with Special Educational Needs or Disability wish to complain about the provision made at Holy Cross and All Saints, they should proceed as follows:

In the first instance please contact:

- The class teacher.

Should the matter not be resolved please contact:

- The SENDCo (Mrs Whittaker) or another senior manager (Early Years/KS1 – Mrs Cookson).

If there is still no resolution, please contact:

- The Headteacher, Mrs Bell.

In the unlikely event that the matter is still not resolved, please contact in writing:

- Mr Eugene Connolly, the Chair of Governors.

If you are still not satisfied, you may refer the complaint to the Local Authority Director of Children's Services and ultimately to the Ombudsman/Secretary of State

10. How do we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children?

School works very closely with our Educational Psychologist, Dr Geoff Morgan. Once a decision, in conjunction with parents/carers has been made to involve our Educational Psychologist, a referral is made. A date will be set and she will come to school to carry out a classroom/playground observation and/or a 1-1 assessment. If the child is EAL, then a translator will be brought in for the entirety of the assessment. Parents are fully involved in this process and will be invited in to share their views with the Educational Psychologist.

It may also be deemed necessary for a child to be referred to speech and language therapy. Again, parents' permission will always to be sought. (in the case of a LAC, permission may be given by the carer or the social worker) Parents are responsible for taking their child to all speech and language appointments. We also have the facility to seek advice from Salford's Learning Support Services. We have good links with The Social Interaction Team (ASC team), who provide invaluable support to school on the best ways to support Autistic children. We

work closely with the school nurse and continue to have good links with the community paediatricians. Many of our children have been referred to CAMHS (Child and Adolescent Mental Health Services) and our SENDCo has been trained to make referrals for children who may need assessment.

There are times when a family needs to be supported in order to help their child. At times an Early Help Assessment may need to be completed. This is an assessment tool which looks at the whole family and helps to identify where the need is and who is best suited to offer support in that area. This is where we need to look at using other agencies within Children's Services to provide skilled support for the entire family, thus helping the child. We also have strong links with the EWO (Education Welfare Officer), helping children and families to improve punctuality and attendance.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

Salford Information Advice and Support Services (SIASS) Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0343/0349 siass@salford.gov.uk
<u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 793 3275
Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	0161 778 0410
Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671
Educational Psychology Service	0161 778 0476

Burrows House M28 2LY	
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535

12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEN.

Transition From	To	Support Service	Contact details
<i>Setting</i>	<i>School</i>	<i>Starting Life Well</i>	<i>0161 793 3275</i>
		<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 1</i>	<i>Key Stage 2</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 2</i>	<i>Key Stage 3</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
<i>For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)</i>			<i>0161 603 4500</i>
<i>For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team</i>			<i>0161 793 3535</i>

13. Information on where the local authority's local offer is published

The Local Offer in Salford (LOIS) can be found at this location:

www.salford.gov.uk/localoffer.htm