

Holy Rosary Special Educational Needs and Disabilities (SEND)



Information report

Updated: September 2024

How do teachers at Holy Rosary know if children need extra help?

If a child is not making the expected progress in academic lessons, then the class teacher will have a discussion with the child's parents.

If the child does not make progress high quality teaching strategies and adaptations to learning have been tried, then they may access a given intervention.

If the child is not making the expected progress even with the adaptive teaching strategies and interventions, then the teacher will complete an initial concerns form and after discussions with the child's parents and SENCO, the child will be given additional support that is individualised, and be placed on our Special Educational Needs and/ Disabilities (SEND) register.



A child may need support in other areas of school life, such as social and emotional difficulties. If this is the case, then the teacher will monitor the child and have discussions with parents and the SENCO. The child may also be referred to the Family and Pupil support officer, and outside agencies, such as Caritas. However, it may be felt after discussions with parents and the SENCO that individual targets may be needed and the child will be considered for SEND Support.



How will staff at Holy Rosary help me support my child's learning?

Parents can come into school and ask for support. Staff will offer support to parents individually.

Class teachers keep parents informed of progress. Parents are given an opportunity to discuss progress and support at parents' evenings, which are arranged for the Autumn and Spring term. Parents will also get an end of year report.

Children's SEND targets are decided at termly SEND review meetings. During these meetings the child, parents and school decide on the targets and discuss ways these targets can be met. We will also review previous targets and provision. A copy of the targets and provision will be given to parents to take home.

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

Our teachers work on an adaptive teaching approach to support learners and staff also use high quality teaching strategies. All sessions are adapted to support pupils needs and children are all given individual feedback on their work. Staff record this feedback in their planning and feedback book, this allows staff to plan accordingly next steps for any children who need additional support. Children are taught using different teaching styles appropriate to the class and the children in that class.

Additional support is given to those children who need it through their individual targets and provision.





How will staff at Holy Rosary and I know how my child is doing?

Your child's class teacher will monitor each child through regular assessment. Parents will be given feedback about their child at least once a term – Autumn and Spring term parents evening, and Summer term written reports.

Teachers will also discuss the progress of their class with senior leadership and school governors.

SEND Provision and progress is assessed by the class teacher and monitored by the SENCO and senior leadership.

Parent's might also be asked to come into school on other occasions if school feel there is a concern, and likewise parents can come into school and discuss concerns.

Children who receive SEND support, with individual targets will have termly review meetings. Children, parents and the SENCO are invited to this meeting. During this time previous targets are discussed and new targets set.



What should parents at Holy Rosary do if they think their child may have special educational needs?

Parents can come into school and discuss their child with the class teacher at any point in the year.

If a parent feels their child has a particular need they may ask to see the SENCO.

The class teacher may also ask parents to come into school to discuss any needs.

It is important that parents come into school to discuss their child as soon as they feel there is an issue, as early identification is key and parents know their children best.

Parents can also send a message to Mrs Payne (SENCO) via SEND Contact message on the school spider app. This can be a query or if they need to arrange a meeting, Mrs Payne will respond within 48 hours.



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

All staff take extra care when it comes to the wellbeing of all of their pupils. All classes have Personal, health, social and emotional (PHSE) lessons. We also have support for individual children through Caritas.



If parents feel they are struggling with issues at home then they can come into school to discuss matters with our Family and Pupil support officer, Mrs Green. Early Help referrals may be suggested; this is a referral to the authority to access different support at home. The assessment can be done in school or a self-referral can be made.

Miss McBride is our school wellbeing officer. She has developed a wellbeing council, in which 2 members from each class are involved. They will discuss ideas to support wellbeing and Miss McBride will promote wellbeing throughout the school.



How will Holy Rosary staff support my child?

Quality first teaching.

All children at Holy Rosary receive high quality teaching; this means that the work will be staff will use strategies that will support all pupils. This can be done through questioning, technology, reducing cognitive load or using metacognition strategies. Quality first teaching may also be supported through the environment, for example teachers may make use of a visual timetable, to support children with organisation and independence.

Adaptive teaching

Children who are not reaching their full potential may take part in additional provision such as adapted learning that is planned by the class teacher. They may also be involved in some small intervention groups in class, such as spelling session, times tables support, 1-1 reading. Additional support may also be introduced to develop a child's social, emotional and mental wellbeing. Children may need a session working with a teaching assistant or with a small group of children in order to develop their social skills/ understanding. Sessions with Caritas may be needed due to an incident in a child's life that they are struggling to deal with.

SEND support.

When a child has been identified as needing SEND, they will then be given individual targets. Your child will then be given specific individual support during the week to work on these targets. The targets can be based on life skills as well as academic skills. We try to include support for children's targets within the classroom, as much as possible. At times, children may need to work with a teaching assistant outside of the classroom, for example, a speech and language intervention.

Outside agencies

If school feel that your child needs more support and/or staff need advice on the best way to support your child then the SENCO, with your permission, will contact outside agencies. Some of these agencies include: Quality and Effectiveness Support Team (QEST), Educational Psychologist, Speech and Language, SEMH Team (an organisation that helps and develops staff skills in supporting children with social and emotional needs). School will always have discussions with parents before involving outside agencies.



What specialist services and expertise are available at or accessed by Holy Rosary?

At Holy Rosary we have three members of staff that have completed ELKLAN Training. ELKLAN is training around speech and language.

Foundation Stage staff also deliver Wellcomm – a speech and language intervention for the Early Years.



A member of staff has had training to support mental wellbeing in school; a certificate in Enhanced Based Practice.



Holy Rosary staff also work closely with a number of local primary and secondary schools, sharing ideas and expertise.

Staff at Holy Rosary access relevant training provided by a number of providers. Mrs Payne (SENCO) also arranges for training to be completed regularly with staff dependent on children's needs.

Senior leadership decide who would be most beneficial to send on the training.

What training and support do staff supporting children with SEND have?

Staff at Holy Rosary receive regular training from our school SENCO. Our TA's have previously received training for: Lego therapy, social stories, strategies to support children with ASD, strategies to support children with dyslexia, strategies to support children with dyspraxia, strategies to develop positive behaviour, Speech and language training for supporting speech sounds, understanding sensory needs.



Members of staff have accessed training delivered by SALT (Speech and Language Therapy) service for specific children.

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

All children are encouraged and included in all activities outside of the classroom. This includes breakfast club, afterschool clubs and school trips.



How will the school prepare and support my child to join the school?

Staff at Holy Rosary work with both pre-schools and secondary schools to support the transition of children with SEND.

Foundation staff arrange home visits for all children who are new to foundation stage. Staff also ask parents questions about their children in order to know about them, such as what are their favourite toys, what they like to be called etc.

Foundation staff have developed relationships with private day nurseries in the local area and will visit some settings when preparing for transition.



How will the school prepare and support my child to transfer to a new school or the next stage of their education and life?

Staff at Holy Rosary work with both preschools and secondary schools to support the transition of children with SEND.

During the last half term of Year 6 vulnerable children are given extra transition sessions.

Staff help children to develop their independence skills. They also help children to take responsibility for their actions.

During review meetings children and parents are encouraged to think about the future and set long term targets along with short term targets.

For the final Year 6 review meeting, secondary school teachers are also invited.

Our year 5 and year 6 classes' work with Mr Edwards each week in their music sessions. Mr Edwards is the music teacher from Newman College.

Groups of children regularly attend sporting events at Hathershaw.



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

1. High needs support – Children with Education health and Care (EHC) plans
2. SEND support
3. Adaptive teaching & High quality teaching

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

Class teachers regularly assess the children in their class ensuring that they are making expected progress. If children are not, then they will discuss the child with the SENCO or senior leadership. A child might then access some adapted learning or after discussion with parents be identified as having SEND. Work with the children is done through one-to-one work as well as small group work, depending on each child's needs. This time is regularly assessed and monitored by the class teacher. If the child is seen to need more support, then the class teacher will discuss this with the SENCO and more support may be put into place. It might be decided that the school needs outside support for the child. After advice is received then the child may be given more support to work on specific targets. Children with an Education, Health and Care plan will need support to achieve their targets – the amount of time for these will be discussed when the plan is issued by the Local Authority.

How are parents involved with the school? Can I become involved?

- Volunteer parents
- Parents are invited to SEND reviews three times a year. Dates are allocated and parents are invited to book a slot on the school spider app.
- Parent evenings
- Sacramental programme
- Parents are encouraged to link with Twitter.
- Foundation stage stay and play sessions
- Parent Governors.
- Parents can contact the SENCO on the school spider app



Who can I contact for further information?

- **Holy Rosary's SENCO – Mrs Payne**
- **Class teachers**
- **Head teacher or Senior Leadership**



At Holy Rosary we value your views and opinions. It would be lovely to add some of your views on SEN to our report. If you would like to share your views please contact Mrs Payne