



## Holy Ghost School

### Special Educational Needs Information Report 2020 - 2021

Welcome to our Special Educational needs Information Report. In this report you can find information about how we identify, assess and make provision for pupils with a Special educational Need (SEN) and/or pupil with a disability.

Holy Ghost School is an inclusive school. We have a shared expectation that all pupils, regardless of their specific needs, should be offered an inclusive teaching curriculum which will enable them to make the best possible progress in school and feel valued as a member of the wider school and church community.

Alongside quality first teaching and a broad, rich curriculum we may provide additional and different provision in order to support children with a Special Educational Need or Disability (SEND). The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. Provision is designed in order to promote independent learning and must not be seen in isolation from the whole school curriculum.

As a school we work within the Wandsworth guidance on Provision for children with SEND in mainstream schools which explains the ways children with different additional needs are provided for within the school. This policy should be considered alongside our 'Equality and Disability' policy and an 'Accessibility' plan.

All men, women and children are of equal importance in the sight of God and should be equally accorded the respect and dignity due to the children of God. It follows that the diversity between each individual whether in a physical or mental capacity should be regarded as enriching the entire Catholic community and not creating any order of esteem. Consequently, all members of the community, whatever their function, status or ability shall be held in equal esteem.

At Holy Ghost School all pupils, regardless of their particular needs, are offered teaching which aims to include and develop the potential of all learners, enabling them to make the best possible progress in school and feel that they are a valued member of the wider school community.

We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

**Range of Provision:****Communication and interaction:**

- Access to learning support, via SLT (Senior Leadership Team) or SENCo (Special Educational Needs co-ordinator).
- Differentiated curriculum and quality first teaching.
- A range of resources including visual timetables, social stories, practical equipment for hands on experiences, ICT programmes, work stations.
- Outreach support.
- Speech and Language Therapy delivered by local authority, accessed through a referral system and on assessment.
- Staff trained to support identified needs, including pupil premium support
- Small group work for reading---developing comprehension skills/Maths/Writing
- Educational Psychologist for assessment and advice

**Cognition and learning:**

- Access to learning support, via SLT (Senior Leadership Team) or SENCo (Special Educational Needs co-ordinator).
- Highly scaffolded differentiation and quality first teaching.
- Specific Learning Difficulties Outreach advisor for support and assessment.
- Educational Psychologist for assessment and advice.
- Targeted group for literacy and numeracy.
- 1 – 1 reading alongside reading intervention programmes.
- Structured phonics programme in foundation, stage one and lower key stage two.
- Dyslexic friendly strategies.
- Personalised arrangements for SATs and transition (internally and for secondary transfer)

**Social, emotional and mental health:**

- Place2Be – a well-being and counselling service for children and parents
- Access to learning support, via SLT (Senior Leadership Team) or SENCo (Special Educational Needs co-ordinator).
- Outreach behaviour service from Wandsworth Pupil Referral Unit.
- Personalised behaviour support programmes, working with Behaviour and learning Support Services. – pupil referral with PRU – Victoria Drive
- School Council.
- Playground friends
- Worry boxes.
- CAMHS---specialist support from NHS
- Targeted family support referrals and guidance.
- After school clubs.
- Circle time and “Jigsaw” PHSE curriculum.

**Sensory and physical:**

- Access to learning support, via SLT (Senior Leadership Team) or SENCo (Special Educational Needs co-ordinator).
- Occupational Therapy and Physiotherapy services via local authority, through referral to NHS.
- Medical care plans and advice by school nursing team. Liaising with medical professionals as needed.
- First aiders on site.
- Sensory equipment and resources to support learning in the classroom.

At Holy Ghost School, our Special Education Needs Co-ordinator is **Katie Hubber** and our SEND Governor is Mrs Elisa Sicking.

They can be contacted via the school office email at: [office@holyghost.wandsworth.sch.uk](mailto:office@holyghost.wandsworth.sch.uk)

**What should I do if I am concerned about my child's progress or special educational needs?**

If you have any concerns regarding your child's academic progress or emotional well-being, please contact the class teacher who will be happy to discuss your child.

**How does the school decide whether a child has special education needs and what extra help they need?**

At Holy Ghost School the progress of all children is closely tracked and recorded. During termly pupil progress meetings, the individual progress and attainment of all children is discussed in detail with the class teacher (CT) and a member of the senior leadership team (SLT).

In addition to the above, teachers regularly assess children's participation, social/emotional skills and general wellbeing, during their day to day teaching of the children.

CTs have a detailed knowledge of age-related expectations and have had training and support in the identification of children with special educational needs (SEND).

Should concerns arise over a pupil's progress, we will closely monitor and support the child through adapting teaching methods, careful differentiation of tasks and additional interventions wherever appropriate. Where Class teachers (CT) have a continuing concern around a child's learning, they will involve the Special Educational Needs Coordinator (SENCo) and where appropriate, the SENCo will involve outside professionals to support us in identifying a SEN, and to make recommendations on how to support the child. Some children arrive new into our school with SEND already identified. In these cases, handover meetings are arranged between parents and the CT and/or SENCO, and with the previous school and related professionals if relevant.

At Holy Ghost School, we work closely with parents. We do this through:

- Introductory meetings with the parents of all new children
- Regular parents' consultation meetings
- Informal meetings with the class teacher and/or the special educational needs co-ordinator (SENCo) whenever necessary

Should you have any concerns regarding your child's academic progress or emotional well-being, please contact the CT who will be happy to listen to your concerns, and discuss how your child is getting on. If your child is not making the expected progress and is falling behind age expected attainment, a provision map (PM) will be put in place. The PM will consist of some personal targets which will be closely monitored and reviewed.

Our general provision for pupils includes:

- High quality differentiated teaching. The teacher plans for the needs of each child in the class on a daily basis, based on the performance of each child in every lesson
- It may also include :additional 'in class' support during lesson time, from a teaching assistant (TA) or the class teacher

- Small group, or 1:1 interventions which may be undertaken in class or by withdrawing the children or child from class for a short period of time

The level of support that is given to a child with SEND will take on a graduated approach, depending on their individual need, and their progress. This will be reviewed termly, in consultation with the parents.

**How will I know how my child is doing and how will you help me to support my child's learning?**

At Holy Ghost School, we report on the children's progress to parents during parent consultation meetings in the autumn and spring term, and through a written report at the end of the summer term.

There is an 'open door' policy for informal meetings between class teachers, parents and, SENCo if required.

We will follow the attached SEN Support Identification process, where we have concerns regarding a child's learning and wellbeing.

If your child has a Provision Map (PM), you will be offered a longer parent consultation meeting to discuss progress and review targets. These meetings will be held at least once a term with the CT, and with the SENCo if appropriate. There may be occasions where a 'Team Around the Child' (TAC) meeting is held. During a TAC, professionals involved with a child come together with the parents, to discuss progress, any concerns and next steps.

If your child has an Educational and Health Care Plan (EHCP), there will be an annual review in addition to the termly meetings. This is an opportunity for parents, and all professionals involved with the child, to review progress and the suitability of provision. New targets may also be set.

At Holy Ghost School we believe that a child makes the best progress, both academically and socially, when both the parents and the school are working together to reach a shared goal using similar approaches and strategies.

Ongoing communication can be through regular meetings. A child may also have a home/school communication book and teachers may provide additional activities to help you support your child at home.

The SENCo will inform parents of any suitable training, events or workshops that are running within the local authority.

**How will my child be involved and consulted?**

All children are encouraged to be involved in their learning. If a child is struggling at school, for any reason, they will be encouraged to talk about what it is they are finding difficult and what can be done to help them. They may also be involved in setting their personal targets.

Children with an EHCP, will be asked for their views on their progress in all areas across the year and this will be discussed during their annual review meeting.

**How do you assess and review my child's progress?**

All children's progress is reviewed regularly. This is undertaken through:

- Daily teacher assessment of each child's achievements and progress, which are used to inform the teachers' planning and support for the next day

- Progress towards achieving reading, writing and maths targets
- More formal assessments which take place at least once a term. The results of these can be used to measure progress over time
- Termly progress meetings between the CTs and the SENCo. The purpose of these meetings is to look at the progress of every child, and to ensure that, if a child is falling behind, appropriate support is put in place

In addition, some children with SEND may have further assessments in order to ascertain a more detailed picture about their progress and to inform about areas that they may be finding difficult. These assessments are likely to be undertaken by professionals such as the Literacy Support Service, the Numeracy Support Service or the Educational Psychologist. Results of such assessments are always shared and discussed with parents.

Holy Ghost School is a small, one form entry school and all pupils and staff know each other well. As well as encouraging supportive relationships across the school, social and emotional well-being is fostered and monitored by:

- Observations of children's behaviour and well-being by all staff
- Monitoring of the playground by teaching staff and midday supervisors Any concerns are communicated to the CT and/or the SENCo.

#### **How is teaching and the curriculum adapted to my child's needs?**

It is the teacher's responsibility to ensure 'quality first teaching' for all children in their class. Highly differentiated and personalised planning across all classes ensures that the curriculum is made accessible to all pupils. The differing learning styles of pupils is also taken into account when teachers plan and deliver lessons.

The learning environment is designed to support children in their learning and will include, for example:

- Vocabulary to extend learning
- Visual aids to support learning
- Examples of good work which can be used as a model

Some children may need additional aids within the environment to support them. These may include:

- A visual timetable
- Personalised visual aids to support egg spelling, times tables
- Personalised incentives and/or rewards
- Children with speech and language needs will be referred and assessed by a Speech and Language Therapist. School staff will help to deliver a programme of activities devised by the Speech and Language Therapist to help meet the speech and language targets.

Some children with SEND may require additional support from the teaching assistant or the class teacher within the classroom. The type of support will depend on their need but may include:

- Working within a small group in the classroom, supported by an adult
- Initial 1:1 support to ensure that a child is clear about their task
- 1:1 or small group support on the carpet to facilitate concentration and/or understanding

The grouping of the children, and the support from extra adults, is flexible and dependent on need on a day to day basis.

Some children may need to have additional support outside the classroom. This support will most likely be provided by a teaching assistant who will be carrying out tasks planned by the class teacher or a specialist from an outside agency. Such interventions may include:

- Speech and Language therapy
- Additional reading □ Spelling support
- Numeracy support – going over basic concepts to ensure better understanding
- Social groups
- Development of fine motor skills and handwriting
- Occupational therapy exercises
- Emotional support

### **What support is there for my child's emotional well-being?**

Holy Ghost School is a small, one form entry school which has the benefit of all staff and children knowing each other well. We have systems in place to try and help all children to foster good relationships and to support each other. Such systems include playground buddies, school council, Year 6 buddies, antibullying week and regular assemblies and PSHE lessons. If a child is recognised as needing some emotional support, the following support may be given:

- Referral to Place to Be for assessment for 1:1 support
- Circle time, or opportunities to discuss friendship/playground issues, within the classroom
- Time with the CT, talking through any issues that may be bothering the child
- An opportunity for the child to 'check in' with an identified member of staff each day who can offer emotional support
- Additional adult support on the playground at lunchtime
- Close liaison with home
- Pupils also have the opportunity to join a variety of extra-curricular clubs
- If problems persist, outside agencies may become involved. These could include:
  - \* One to one therapy with an individual who is trained to help children with emotional needs e.g. a drama therapist, therapist
  - \* One to one support from a learning mentor from The Behaviour and Learning Support Service
  - \* Family support from agencies such as CAMHS

### **How do you promote positive behaviour?**

We have high expectations for behaviour at Holy Ghost School. Each class has a class charter which relates to the UN Rights Respecting Schools agenda. All children are clear about their rights and responsibilities within their class, and as a member of the school community. Good behaviour is reinforced through:

- Rewards such as stickers and team points
- Writing Stars – Certificates that are presented in assembly on Fridays.
- The Golden Book
- Liaison with parents

If a child begins to display difficulties with their behaviour, parents are involved at the earliest possible opportunity. The cause of the behaviour will be looked at and emotional support may need to be offered (see above). Procedures for addressing poor behaviour are listed in our behaviour policy.

### **What training and specialist skills do the staff supporting children with SEND have or are having?**

All staff receive regular training through staff meetings, INSET days and attendance at external training. Training is continually being updated. Recent training includes:

- Safeguarding
- Supporting children as writers
- Supporting children with spelling difficulties
- Supporting children with their anxieties
- Developing reading skills □ Different approaches to the teaching of maths
- Growth mindsets
- EpiPen
- Teaching Spelling

In addition, we have a specialist Literacy Support Teacher and a specialist Numeracy Support Teacher who work at our school for one day each week. They are able to offer regular, personalised training and advice to the class teachers. The school's Educational Psychologist, Speech and Language Therapist and Wandsworth Autism Advisory Service are all able to offer support and advice when required.

### **What do you do to make the school environment and curriculum accessible for all children?**

Please see our 'Accessibility Plan' for more detail. Adaptations to our environment and curriculum include:

- Access to the school site via a ramp
- Disabled toilets
- Sound field equipment in all classes and the hall
- Access to sloped desks and 'Move and Sit' cushions
- Access to adapted resources e.g., pens, pencils, pencil grips, computer software
- Differentiated tasks
- Use of visual timetables, 'fiddle' boxes, time out area

### **How will my child be included in activities outside of the classroom?**

We have a specialist PE teacher who ensures that all children are included in PE lessons. Adaptations are made where necessary.

All school trips are risk assessed to allow provision to be made for all children. It is our aim to include all children on school trips, dependant on their needs. Examples of special arrangements may include:

- Additional resources being taken on the trip e.g., medical equipment, visual prompts
- A parent accompanying their child on the trip
- Alternative transport arrangements
- A higher adult to child ratio  Additional training for staff who are accompanying the children e.g., diabetes training, EpiPen training

### **How will the school prepare my child to join the school or transfer to a new school?**

All children who join our school in Reception are invited to visit the school in the summer term before they start. Their parents also attend a meeting to inform them about starting school. On the day that the children start school, all parents have a meeting with the class teacher, to talk about their child. If your child has identified special needs, you could share this information with the class teacher at this meeting, or you may arrange to meet with the school SENCo once your child starts school. In some circumstances it may be appropriate to meet with the SENCo prior to your child starting school. The SENCo may also liaise with the child's nursery, and visit them there, before they start at School. In some cases, a 'Team Around the Child (TAC)' meeting may take place with all the specialist involved, before the child starts school, in order to prepare for the child's needs.

If your child joins our school in a different class you will also have the opportunity to meet your child's class teacher and/or the SENCo. A TAC meeting may also take place, dependent on your child's needs, to ensure a smooth transition.

If your child is moving to another school, we will be happy to liaise with their new school. This may be via a face to face meeting, a phone call or a visit. Again, it is our aim to ensure that the transition is as successful as possible.

Before children transfer to a new class within the school a meeting takes place between the current teacher and the new teacher. The needs of all the children are discussed in detail.

**What specialist services from outside does the school use to help meet children's needs and how do you work together?**

These are some of the services that we access in our school in order to support children with SEND. These services may be involved with your child, dependent on their needs.

- The Wandsworth Schools Educational Psychology Service
- The Wandsworth Literacy Support Service (LSS)
- The Wandsworth Numeracy Support Service (NSS)
- The Behaviour and Learning Support Service (BLSS)
- Wandsworth Autism Advisory Service
- Speech and Language Therapy (SALT)
- Place 2 be
- Occupational Therapy (OT)
- Child and Adult Mental Health Services (CAMHS)
- The Early Years Centre (EYC)
- The School Nurse
- Volunteer Readers

Referral for most of these services is undertaken via an Early Help Assessment Form (EHIT). Referrals to these services is always made in consultation with the parents and can only be made with parental permission.

**What will you do if my child has medical needs?**

If your child has medical needs you will need to inform us as soon as possible. Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place. We are also able to access the school nurse to help us with training and support. Staff are regularly trained, dependant on the needs of the children. Training may include:

- The use of an Epi-pen
- Supporting a diabetic child
- First aid

All staff are given necessary information about the medical needs of children. More complex medical needs may necessitate an individual Care Plan, with support from the nurse, relevant health professionals and the parents. The Care Plan is discussed with all the staff who are involved with the pupil.

**What should I do if I am unhappy with my child's support or progress?**

At Holy Ghost School we are always ready to meet with parents. If there is something that worries you, please discuss it with the class teacher in the first instance, and, if necessary, the SENCo or the head teacher. It is our desire to resolve any concerns or problems as quickly as possible.

In all cases, we put the safeguarding of the child above all other issues. We have due regard to confidentiality for all parties concerned.

If you are not satisfied you may wish to make a formal complaint. Complaints will be dealt with as quickly and as fairly as possible. We will keep you fully informed at every stage of the procedure.

More information about complaints procedures can be found in our Complaints Policy, which can be obtained from the school office. Further information can also be found at:

[www.wandsworth.gov.uk](http://www.wandsworth.gov.uk)

### **Where can I go for further advice and support?**

Place 2 be – Please ask the school to arrange a chat with Place 2 Be.

#### **Wandsworth – Local Offer:**

- The Local offer is information and contact details for the local authority. Education, health and voluntary groups who can support you and your child or young person, from 0 to 25 years old. More information about the Local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on THRIVE Wandsworth: [www.wandsworth.gov.uk/localoffer](http://www.wandsworth.gov.uk/localoffer). THRIVE helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899 or email [thrivewandsworth@richmondandwandsworth.gov.uk](mailto:thrivewandsworth@richmondandwandsworth.gov.uk).
- The Wandsworth Information Advice and Support Service (WAISS) provides an impartial free and confidential service to all parents of children with SEND and young people with SEND. Visit the website at <http://wandsworth.gov.uk/wiass> Email [waiass@wandsworth.gov.uk](mailto:waiass@wandsworth.gov.uk) or telephone advice line 020 8871 8065 (term time).
- Contact – Contact provides support, advice and information for families with children with a disability. To book an appointment with an independent Support worker telephone 020 8947 5260 or email [wandsworth.office@contact.org.uk](mailto:wandsworth.office@contact.org.uk)
- The Wandsworth Parents’ Forum “Positive Parent Action” works with the Council to improve the provision for children and young people with SEND and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at [www.positiveparentaction.org.uk](http://www.positiveparentaction.org.uk) or email [info@positiveparentaction.org.uk](mailto:info@positiveparentaction.org.uk)

#### ***Reviewed September 2020***

Due to the highly differentiated nature of our support for learners with SEND programmes may change as needed. Also, not every programme will be available to every child with SEND. Allocation of specialist services and interventions will be dependent on need, funding, and availability of specialist support services.

*The information in this report is accurate at the time of review, but we regularly review and make changes to our offer and keep this information as up to date as possible.*

**Feedback** This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email Katie Hubber via [office@holyghost.wandsworth.sch.uk](mailto:office@holyghost.wandsworth.sch.uk)

