

Holy Souls R.C Primary School



SEND Information Report

Date of next review: October 2026

1. The name and contact details of the Special Educational Needs and Disability (SEND) Co-ordinator

The SEND Co-ordinator (SENDCO) at Holy Souls RC Primary School is Mrs J. Smyth. Mrs Smyth works part time (2 days). Her contact details are below:

Holy Souls R.C Primary School
Wilworth Crescent
Blackburn
BB1 8QN
Tel: 01254 249892
Email: joanne.smyth@holysouls.blackburn.sch.uk

Our SEND governor is Miss M. Wells.

2. The range of special educational needs for which provision is made for in school:

Currently school have provision in place to meet the needs of pupils in the following areas:

- Social, emotional and mental health difficulties
- Cognition and learning
- Communication and interaction
- Sensory and physical

Note: The above depend on the nature and the severity of need.

3. Identification and assessment of pupils with special educational needs and/or disability

Identification of children with SEND

- The school aims to identify additional needs as early as possible.
- The school's assessment tracking systems including termly pupil progress meetings between teachers and the Senior Leadership Team (SLT) to allow for identification of pupils' needs when they arise.
- Teachers will talk to the SENDCO if they have concerns about a child.
- Parents may also raise concerns or highlight needs.
- Outside agencies e.g. Paediatricians may inform school of pupils' needs.
- Once concerns or needs become apparent, interventions and adaptations are planned to address those needs.
- School may seek and act on expert advice from other professionals including specialist teachers from Blackburn with Darwen SEND Support team and if needed Educational Psychologists to help identify needs and suggest strategies.
- Effective transition arrangements are put in place if a child with SEND transfers to Holy Souls from another school.
- School follows the 'Assess, Plan, Do, Review' Cycle for pupils who are identified as having special needs.

Assessment of children with SEND

- Children with SEND are assessed in the same way as all children at school: through teacher questioning and observations, work in books and formal and informal assessments. This informs the teacher's planning for the child, ensuring it meets his/her needs and lets the child know what she/he needs to do to improve.
- In addition, the school makes use of specialist assessments to assess progress of children and/or determine areas of strength and areas of need. These include a range of diagnostic assessments for example British Picture Vocabulary Scale (BPVS), Wellcomm.
- Children with SEND have an IEP (Individual Education Plan) with specific targets in relation to their learning. All outcomes are discussed and agreed with parents and where appropriate children. Progress against these targets is monitored continuously and reviewed termly by school staff, parents and children.

4. Information about the school's policies for making provision for pupils with special educational needs

How the school evaluates the effectiveness of its provision for such pupils

- Provision provided for pupils with SEND is planned and then delivered by teachers and teaching assistants across the school.
- Each intervention is evaluated by the member of staff delivering it and they liaise with the SENDCO on a termly basis (depending on the length of the support).
- Using the school tracking system and other assessments the SENDCO then evaluates the impact of the provision made, recommends next steps and implements the next cycle of learning for the particular child / groups of children involved.
- The SENDCO produces a yearly report which informs the governors of the effectiveness/progress of the provision and forms part of the school's self-evaluation.
- As part of the school's monitoring and evaluating schedule the SENDCO and SLT looks at work produced by pupils with SEND. This may be through learning walks, lesson observations and/or book monitoring. The SENDCO also liaises with the other subject co-ordinators when they have conducted lesson observations or book monitoring.

b)The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and/or disability with an EHC plan

- There is an annual review meeting for each child with an Education or Health and Care Plan (EHCP).
- At this meeting, the progress the child has made against agreed targets over the last twelve months is reviewed. The provision provided is discussed.
- Contributions to this process are made by the child, the parents, educational professionals such as specialist teachers, the class teacher and any teaching assistant supporting the child. The process is supported by the SENDCO and the Head teacher (where possible).

Arrangements in place for children with other SEND support needs

SEND Support

- Children with SEND Support have IEPs which provide educational targets to support the child's progress in their learning.

- The child, parent, class teacher, teacher and SENDCO review and evaluate progress towards these targets termly.
- Each term, parents are invited to meet with the class teacher and discuss their child's progress, where possible this in line with Parents' Evenings. The SENDCO is also available at Parents' Evenings.

5. *The school's approach to teaching pupils with special educational needs and/ or disability*

- Every teacher is a teacher of SEND at Holy Souls and we have a very experienced team of staff who are able to make adjustments in the classroom where needed.
- Children with SEND are included in the classroom with the rest of their peers and have access to 'quality first teaching'. Where necessary, some children are withdrawn for small group interventions or 1:1 support.
- Work is adapted if needed to meet the needs of each individual child across all areas of the curriculum so that each child can access the learning in their own way.
- IEPs are used to provide specific, measurable targets that are achievable within a term. These targets are addressed during 1:1 interventions or small group work (depending on the target) at specific times during the week.

How the school adapts the curriculum and learning environment for pupils with special educational needs

Accessibility of the school environment

- The front entrance and all external doors allow full wheelchair accessibility.
- The school is arranged on one level so that all parts of the school are fully accessible to wheelchair users.
- There is one clearly marked, dedicated accessible parking space in the staff car park.
- There is one designated accessible toilet near the school's front entrance.
- The school has an accessibility plan on its website
- School has a changing table in the Ladies Toilets for children who require personal care.
- Any building improvement work meets the requirements of the current Disability Discrimination Act and current Building Regulations.

Additional support for learning that is available to pupils with special educational needs and/or disability for tests.

- The school ensures that every child is given fair and reasonable access and support in tests. Below is a list of some of the adjustments that can be made:
- Additional time for children with EHC plans or on SEN support and meet the criteria.
- Use of a scribe and /or laptop for children with difficulties in writing.
- Use of quiet rooms.
- Use of a reader.
- Rest breaks.

6. Support that is available for improving the emotional and social development of pupils with special educational needs

- School has a very positive approach to behaviour management as per our Behaviour Management Policy.
- Some children may need their own Behaviour Management Plan which explains their triggers and ways to help them.
- The school provides social skills groups for children in KS1 and KS2 who need access to them.
- Nurture activities are delivered by our Emotional Literacy Support Assistant (ELSA) to children who require them using the Boxall profile principles.
- School employs a counsellor to provide therapy for children with emotional needs.
- We are able to refer families and children to a variety of programmes e.g., 'Transforming Lives'
- The SENDCO has attended a Mental Health First Aider (Youth) course
- School can instigate a CAF (Child and family assessment) and support children and families through TAF meetings
- The school has a link NHS Mental Health support worker

School delivers Personal, Social, Health and Economic (PSHE) lessons weekly which cover a wide variety of subjects for example friendships, feelings. Our school Anti Bullying policy outlines the procedures for preventing and dealing with bullying.

7. Information about the expertise and training of staff in relation to children and young people with special educational needs and/or disability and about how specialist expertise will be secured

Staff specialisms/expertise in SEN and disability

- The SENDCO (Special Needs and Disability Co-ordinator) is highly trained and continues to ensure her skills, knowledge and understanding are up-to-date and meet the needs of the children in our school.
- The school has Teaching Assistants (TAs) with increasing expertise in providing:
 - speech and language support.
 - support for a range of needs of pupils with SLCN
 - behavioural, social and emotional support
 - motor skills support
 - social skills support
- *All staff have regular training in various aspects of SEND.*

Ongoing support and development in place for staff supporting children with SEND

- The SENDCO provides support and training for staff supporting children with SEND.
- The SENDCO arranges training by outside agencies when required.
- Specific training opportunities are made available for teachers and TAs supporting children with specific needs.

8. The arrangements for consulting parents of children with special educational needs and/or disability about, and involving such parents in, the education of their child.

How do parents know "who's who?" Who can they contact if they have concerns about their child/young person?

- The school website and prospectus give details about staff and governors.

- The class teachers are available to talk to if you have any concerns about your child.
- The SENDCO has very good links with the parents of children with SEND and is available to discuss concerns by appointment.
- Parents are welcome to meet with the Head teacher by appointment.

How do parents communicate with key staff

- For lengthier or more detailed conversations the school recommends making an appointment to see key members of staff.
- In some instances, teachers can arrange to organise a home/ school diary.
- The school is contactable by email or telephone.

Open Day

- There is an annual 'Open Day/Night' for perspective parents in the autumn term
- At any point in the school year prospective parents may contact the school to come in and discuss the school's provision and are welcome to take a tour.
- During the course of the school year there are opportunities for parents to come into school for sessions such as phonics workshops, 'Stay and Play' sessions in EYFS.

How can parents give feedback to the school?

- Yearly feedback from parents is gained during annual review meetings.
- School questionnaires.
- OFSTED Parent View.
- In meetings with staff.

Help with completing forms and paperwork

- The SENDCO establishes good relationships with families of children with SEND and as part of the school offer will assist in completing forms and paperwork if needed.

9. The arrangements for consulting young people with special educational needs about, and involving them in, their education

- Pupil questionnaires
- All about me meeting for EHC children
- The SENDCO and teachers carries out pupil discussions
- Termly IEP review meetings when new targets are set – these can be updated throughout the term and the child can celebrate their achievements.

10. How the SENDCo involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and/or disability and in supporting the families of such pupils

If a child needs for support, we have strong links with the following services:

- Educational Psychologist
- SEND Support service (BWD) - a team of advisory teachers who support children with specific needs including: Autistic Spectrum Disorder (ASD), Visual Impairment, Hearing Impairment, Motor Skills, Cognition and Learning, Speech, Language and Communication, Early Years and Complex Needs.
- Speech and Language Therapy Service (SALT)
- Mental Health support worker
- CAF Team (Common Assessment Framework)
- EWO (Educational Welfare Officer)

- School Nurse
- School counsellor
- Paediatricians
- Various charities e.g. ADHD North West

11. How school ensure children with SEND are included in activities available alongside pupils who do not have SEND.

After school activities

- There is a wide range of after school activities for all age groups. We aim for these to be accessible to all.

How do you make sure clubs and activities are inclusive?

- Although some clubs are only open to specific age ranges, all children are welcome to attend regardless of need or ability. All possible adjustments are made to ensure all activities are inclusive.

How do you make sure children with SEND are included in lessons/activities?

Every effort is made to include children with SEND with all activities /events alongside other children without SEND. School ensures children with SEND have access to 'First Quality teaching' with the class teacher. The amount of time children with SEND are receiving interventions outside of the classroom is carefully monitored as we want to ensure all pupils have access to the class teacher and feel part of their class. School also pay attention to ensuring children don't always miss the same part of a lesson if they are leaving the classroom for an intervention. Where possible, depending on the nature of a child's needs, we include children with SEND in all activities across the school.

Examples of these include:

Break and lunchtimes

- Breaks and lunchtimes which are supervised by members of staff.
- Pupils with SEND may have one- to-one support at break times where this has been identified as necessary to assist a child e.g., with social interaction skills or supervising behaviour.
- School ensures there is a suitable ratio of adults: children, supervising break and lunchtimes depending on the needs of those children.

School trips and residential trips

- SEND children attend school and residential trips and adaptations are made if required.
- Risk assessments will be completed if necessary, taking account of the child's needs.
- If a child has one to one support through an EHCP, the adult would supervise the child.
- In Year 6, the pupils participate in a residential activity centre and children with SEND attend.

School concerts/assemblies

- Children with SEND are encouraged to take part in concerts and assemblies. Extra help will be given for example, for children who need help learning lines.

12. The school's arrangements for supporting pupils with special educational needs and/or disability in transferring between phases of education or in preparing for adulthood

- Holy Souls School holds a welcome meeting for new parents in the summer term. Staff from EYFS will also meet with you and your child at a one-to-one meeting, to discuss your child and their needs. If your child has special needs, staff will visit the pre-school setting to gather information to best support your child. Your child will also have the opportunity to come to school for a taster morning or afternoon in the summer term prior to them starting school. The SENDCO and/or class teacher will attend transition meetings.
- For any pupils joining us mid-year, we try to gather as much information as possible from their previous school, in order to ease their transition.
- For pupils transferring to high school, we liaise with the receiving high school. If your child has a special educational need, further discussions with the SENDCO will be arranged. Sometimes, your child will also have extra visits to the high school in preparation. We can also access outside agencies to help with this transition

13. Arrangements for supporting children and young people who are looked after by the local authority

- Where a pupil is looked after by the authority, they will have a Personal Education Plan (PEP) written in conjunction with the child's social worker. These pupils would also be entitled to Pupil Premium Plus funding, as would children who have been classed as looked after in the past 6 years.
- At Holy Souls we recognise and are sensitive to the fact that this group of children may have attachment difficulties.

Information on where other SEND information can be found:

Holy Souls RC Primary's local offer can be found on our website under the SEND tab:

<https://www.holysouls.co.uk/>

Blackburn with Darwen local offer can be found at:

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/home.page;jsessionid=2072AB4168AED0A3144A33B3DA2FFC79>

Our SEND policy and Parents' Guide to SEND can be found on our website.

If you have any questions/queries please do not hesitate to contact us at school.

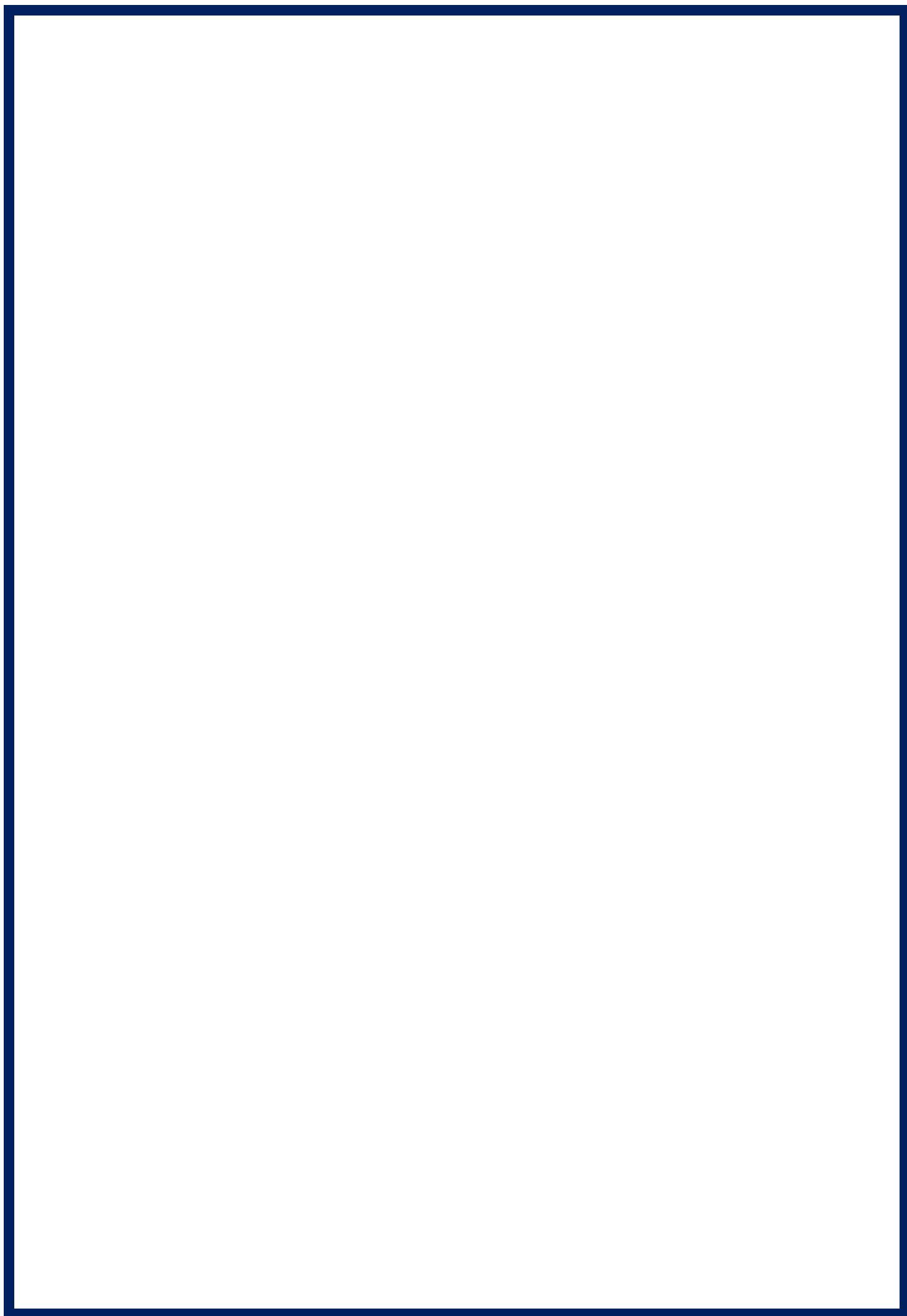
SENDIASS (Special Educational Needs, Information, Advice and Support Service) is a service that can provide help and support to parents of children with SEND.

Complaints procedure:

If you have a complaint regarding SEND it is always best to speak to the school first. You can arrange to see the SENDCO and /or Mrs Ellison (Headteacher).

If you didn't feel the issue was resolved you could follow the procedure set out in the school Complaints Policy which can be found on our website.

If after following normal procedures there remains a dispute, you may wish to contact Blackburn with Darwen Authority who can offer an Independent Disagreement Resolution. The North West Regional Disagreement Resolution Service provides access to independent disagreement resolution for parents of children with SEND.



Appendix A
SEND Flowchart for identifying a child with Special Educational Needs and/or Disability

This chart is to be followed by any member of staff who feels that a child in their class is not making adequate progress in any area of the curriculum. SENDCo to be informed flowchart is being followed and is to be updated if there are any outcomes from meetings that signify an urgent response. Any test results that come back from the parent are to be given to the SENDCO so that a prompt response can be made.

