



Isle of Wight School SEND (Special Educational Needs & Disability) OFFER 2020 - 2021

<p>Holy Cross Catholic Primary School Millfield Avenue East Cowes PO32 6AS Telephone No. (01983) 292885 www.holycrosscpri.iow.sch.uk</p>
<p>Voluntary Aided Primary School</p>
<p>Mainstream Setting No specialist provision on site</p>

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following link: <http://www.iwight.com/Residents/Schools-and-Learning/>

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in the school about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>R Woodley-Thompson (Includes SENCO role and Inclusion Manager)</p> <p>We have an Inclusion Team of Learning Support Assistants and Special Needs Assistants who work with Mr Woodley-Thompson, including Mrs Neill and Mrs Crouch, our Emotional Literacy Support Assistants (ELSAs).</p> <p>Mr Woodley-Thompson has 14 years of senior leadership experience leading and managing SEN provision.</p> <p>Your child's Class Teacher</p>	<p>As Inclusion Manager (SENCO - Special Educational Needs Co-ordinator), Mr Woodley-Thompson is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day to day operation of the school's policy and procedures for SEND. • Coordinating provision for children with SEND and Additional Educational Needs (AEN). • Liaising with the relevant Designated Teacher where a 'looked-after' pupil has SEND. • Advising on the graduated approach to providing support for pupils with SEND and AEN. • Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively. • Liaising with parents of pupils with SEND and AEN. • Liaising with early years' providers, other schools, educational psychologists, health, education and social care professionals, and independent or voluntary agencies as appropriate. • Being a key point of contact with external agencies, especially the local authority and its SEN Assessment and Review team, and support services. • Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned. • Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equalities Act (2010) with regard to reasonable adjustments and access arrangements. • Ensuring that the school keeps the records of all pupils with SEND up to date. <p><i>(adapted from the SEND Code of Practice 0 – 25, 2014)</i></p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Implementing the SEND Policy within their classroom to ensure effective inclusion of pupils with SEND and AEN.

HOW COULD MY CHILD GET HELP IN THE SCHOOL? :

Children and young people in Holy Cross will receive support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school (learning support assistants/special needs assistants).
- Staff who will visit the school from the Local Authority or commissioned services such as the ASD Outreach Team, Medina House Outreach Team or Sensory Service (for pupils with a hearing or visual impairment).
- Staff who visit from other outside agencies such as the NHS or Schools’ Speech and Language Therapy (SALT) Service.
- Educational Psychologists who are commissioned by the school through Hampshire and Isle of Wight Educational Psychology Service.
- Referral to an external agency eg Barnardo’s, Community CAMHS or the Youth Trust for support with mental health and well-being, counselling or family and parenting support.
- Referral to NHS services such as the School Nurse or Paediatrician.
- Referral for an Early Help Assessment.

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children and young people with SEND in this School?	High Quality Inclusive Teaching (HQIT). (Universal provision).	<ul style="list-style-type: none"> • Individual needs will be met through differentiation, task variation, resources and strategies used in the classroom on a frequent and regular basis. • Your child will be included in all aspects of learning within the class and school. • Your child will make progress at an appropriate rate. 	All children
	Evidence based interventions for identified children. (Universal provision). Interventions offered reflect the needs of the children in the school and will be adapted as necessary to meet those needs. The interventions which are	<ul style="list-style-type: none"> • Your child may require more support than can be offered through High Quality Inclusive Teaching in order to ‘catch up’ or ‘keep up’. • Extra support is offered through evidence based interventions which are targeted catch up provision for groups to ‘put children back on course’. • Some children may also need interventions offering more personalised support. 	Children who would benefit from extra support are identified by the class teacher. A decision about whether additional support is needed and which intervention(s) would benefit each child is made

Appendix F

	running currently are listed below:	<ul style="list-style-type: none"> For some children, under the care of outside agencies, these interventions may be the implementation of recommendations made by professionals from these agencies. 	by collaboratively by the SENCO and Class teacher. Progress of children is monitored regularly, and discussed at Pupil Progress Meetings using the 'Assess, Plan, Do, Review' approach.
	Communication and Interaction	<ul style="list-style-type: none"> ELKLAN early support for pupils in YR and Y1 (provided by Class teacher or LSA). Speech and Language 1:1 input for children under the care of Speech and Language Therapy. Input as required by Speech and Language Therapist's recommendations. Listening skills. 	Identified children. Children under the care of Speech and Language Therapy Service.
	Cognition and Learning	<ul style="list-style-type: none"> Rapid Reading. Maths Counts. Read, Write, Inc. Fresh Start. Rapid Maths. Precision Teaching. Working memory group. 	Identified children.
	Social, Mental and Emotional Health	<ul style="list-style-type: none"> ELSA – small groups and 1:1 input (Emotional Literacy Support) 	Identified children.
	Sensory and/or Physical	<ul style="list-style-type: none"> Motor Skills United (Gross and fine motor skills). Pegs to Paper handwriting programme. 	Identified children.
SEN Support	<ul style="list-style-type: none"> If your child's needs are assessed as meeting the appropriate criteria for SEN Support (they require provision that is 'different from and additional to' other pupils of a similar age) they will be added to the school's SEN register and you will be informed of the specific provision being made for your child. A Pupil Support Plan will be drawn up by the class teacher / Inclusion Manager to detail the provision to be made for your child, and to identify specific outcomes to be achieved. 		Children listed on the school's Special Educational Needs Register.

Appendix F

	<ul style="list-style-type: none"> • Your child’s Pupil Support Plan will be reviewed every half term as part of the ‘Assess, Plan, Do, Review’ cycle. • The Inclusion Manager and class teacher will meet with you regularly to keep you informed of your child’s progress. • You will also receive details of SENDIASS, a service which exists to support parents with children with special educational needs. 	
<p>EHCP (Education Health and Care Plan)</p>	<ul style="list-style-type: none"> • If your child has complex learning needs which cannot be met by targeted provision and support, either the school or parents can write to the Local Authority to make a Request for and EHC Needs Assessment. • The decision about whether to assess the child is made by a Local Authority Panel. • If a decision to assess is made, evidence will be sought from parents, school and other professionals involved in working with your child (including an Educational Psychologist). • At the end of this process, the evidence is reviewed and presented to the Local Authority Panel who may make a decision to issue an EHCP. This is a statutory document which sets out what needs to happen in order to meet your child’s needs. • If your child receives an EHCP it does not necessarily mean that they will be entitled to 1:1 additional adult support. The provision in the plan will be individualised depending on your child’s specific needs. 	<p>Children who have undergone a statutory assessment and been awarded an EHCP by the Local Authority.</p>
<p>How can I let the school know I am concerned about the progress of my child in school?</p>	<ul style="list-style-type: none"> • Holy Cross has an ‘open door’ policy for parents and carers and recognises you as partners with us in your child’s education and care. We are happy to discuss any concerns you have about your child’s progress at any time, however, we would ask that you follow the following procedure to ensure that you speak to the correct member of our team. • Your first point of contact should always be your child’s class teacher. All of our teachers are happy to speak to parents at the end of the school day, either informally, by making an appointment, or communicating by email. • You can contact Mr Woodley-Thompson to arrange a meeting to talk about your concerns. You can do this by contacting Mr W-T directly by phone or email, or by calling in to the office to make an appointment. • All of our team at Holy Cross work closely together for the benefit of all the children in the school and it is good practice that any concerns about your child will be raised and discussed by the relevant team members to address them at the earliest opportunity, including involving you as parent and carer. 	

Appendix F

<p>How will the School let me know if they have any concerns about my child?</p>	<ul style="list-style-type: none"> • Your child’s class teacher will work in partnership with you as parent and carer and will inform you if they have any concerns about your child. They may speak to you informally, or they may contact you and arrange to meet with you. They will inform you what their concerns are and discuss your views, so that school and home can work together to address the concerns raised. • When necessary the support of the Inclusion Manager or Head teacher will be enlisted and they may also become involved in the partnership, working with you and the class teacher to address the concerns about your child. • If your child needs to access further support, then we will invite you to meet with the Class teacher and Inclusion Manager to discuss whether your child needs to be added to the school’s Special Needs Register, or would benefit from a referral to a relevant outside agency for further assessment, advice and support. • In some cases, the outcome will be that we all agree that an Early Help Assessment is the correct mechanism to access the support needed and best meet the needs of your child. An Early Help Assessment identifies a ‘Team Around the Family’ who will work together to address unmet needs within the context of the wider family.
<p>How is extra support allocated to children and young people and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • Children who need extra support are identified at half termly Pupil Progress Meetings (PPMs). This ongoing cycle of ‘Assess, Plan, Do, Review’ identifies which groups of children or individuals need what type of extra support. • Interventions for the following half term are then planned to meet the required outcomes for each child. • The progress of children who have completed a cycle of Interventions is reviewed to assess whether each child has met their planned outcome. A decision will be made as to whether the child can return to High Quality Inclusive Teaching, needs to continue with the intervention, would benefit from an alternative intervention or needs further assessment, advice or support. • If your child is identified as needing further support beyond that offered by Intervention(s), then a referral will be made to the Inclusion Manager for further investigation. As a result of this, we will invite you to meet with the Class teacher and Inclusion Manager to discuss your child’s needs and agree the support required. • As a result of that discussion, the Inclusion Manager may observe your child in class and may undertake additional assessments to identify your child’s areas of strength and difficulty. We will discuss whether your child needs to be added to the school’s Special Needs Register at the ‘SEN Support’ level, and/or would benefit from a referral to a relevant outside agency for specialist assessment and advice. • If your child is identified as requiring provision that is ‘different from and additional to’ that of other pupils of a similar age, and we decide together to place them on the SEN Register, they will have a Pupil Support Plan drawn up to outline the outcomes that we would like to achieve and the provision required to secure those outcomes. This plan will be reviewed every half term.

	<ul style="list-style-type: none"> An EHCP would only be put in place as the results of an EHC Needs Assessment undertaken under the statutory duties of the Local Authority. 	
<p>What specialist services are available at or accessed by the school?</p>	<p>A. Directly funded by the school.</p>	<p>Inclusion Team comprising:</p> <ul style="list-style-type: none"> Inclusion Manager Learning Support Assistants (LSAs) Higher Level Teaching Assistant (HLTA) Two LSAs are also trained as Emotional Literacy Support Assistant (ELSAs) Educational Psychology Service for non-statutory assessments. Autism Outreach/Medina House Outreach Teams. Family/bereavement support.
	<p>B. Paid for centrally by the Local Authority but delivered in school.</p>	<ul style="list-style-type: none"> Educational Psychology Service for statutory assessments. Visual Impairment Team. Auditory Impairment Team. Early Help. Schools Speech and Language Therapy Service (for pupils with EHCPs).
	<p>C. Provided and paid for by the Health Service but delivered in school.</p>	<ul style="list-style-type: none"> Access to School Nurse NHS Speech and Language Therapy Service (pupils in YR). Child and Adolescent Mental Health Service (CAMHS) Occupational Therapy (where indicated).
<p>How are staff in the school supported to work with children with an SEND?</p> <p>a) What training have the staff supporting children with</p>	<ul style="list-style-type: none"> Holy Cross employs an Inclusion Manager whose responsibilities in supporting children with SEND, their class teachers, other staff and parents as well as liaising with outside agencies are outlined above. The Inclusion Manager leads and works with an Inclusion Team comprising Learning Support Assistants in YR, across Y1 and Y2, across Y3 and Y4 and across Y5 and Y6 who run Interventions and support the teaching and learning of children, including those with SEND. Where indicated through the provision outlined in an EHCP, some children may also receive some 1:1 support from a Special Needs Assistant, although this is usually balanced with small group and whole class work to encourage independence. Regular Pupil Progress meetings support staff in working with children with SEND, utilising the skills and expertise of the team to review progress, and plan to achieve individual children's outcomes through the use of different approaches and resources and, if needed, interventions and referral to outside agencies. Over the past two years, staff have received, or will have received training in the following areas: 	


<p>SEND had or have available?</p>	<p>Autism Awareness Speech and Language support and intervention ELKLAN (speech and language) Attachment, Anxiety, Trauma and Depression in children and young people Cued Spelling Precision Teaching Dyslexia Awareness MAYBO training (safe physical intervention) Developing independence (for pupils with 1:1 support) Bespoke training led by HIEPs Regular staff meetings led by SENCO Access to online training and support Access to NASEN organisational membership</p> <ul style="list-style-type: none"> • The Inclusion Manager meets with key outside agencies on a termly basis to discuss children under their care, or those who might benefit from their input and to plan how children with SEND, staff and parents can best be supported. Where possible class teachers and other members of the staff team working with children with SEND will also meet with professionals from outside agencies to discuss the needs of the children under their care. • All relevant staff have been trained in the evidence based interventions that may be accessed by a child with SEND. • We have two fully trained Emotional Literacy Support Assistant, (ELSAs). • The school has a commitment to providing Continuing Professional Development (CPD) for all staff to improve the teaching and learning of all children, including those with SEND. • Training courses are run internally and attended externally according to the needs of teachers and support staff to meet the needs of the children in our care. The school subscribes to the Local Authority Learning and Development Service who offer training on all aspects of SEND which our staff can access. • The Inclusion Manager attends the SEN Briefings meetings held three time a year by the Local Authority, where up to date information and good practice is shared regarding SEND. • The Inclusion Manager liaises with other island SENCOs through participation in SENCO Circles every half term, solution-focused supervision led by two Hampshire Educational Psychologists.
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<p>How will activities/teaching be adapted for my child with learning needs?</p> <p>a) How will the curriculum be matched to my child's needs?</p> <p>b) How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Activities and teaching will be adapted by your child's class teacher as part of High Quality Inclusive Teaching. This means that your child's learning needs will be met through effective inclusion in quality everyday personalised teaching, where curriculum activities and resources are differentiated and aimed at your child's needs. • The High Quality Inclusive Teaching offered to your child with learning needs may include the use of activities, resources or equipment which are recommended as good practice to meet your child's needs, or on the specialist advice of other professionals working with your child. • Such activities, resources or equipment may be offered as an additional group or individual Intervention which your child accesses. • Provision that is offered to your child that is additional to Quality First Teaching will be detailed on your child's Pupil Support Plan and will be reviewed on a half termly basis. • As a parent or carer of a child with learning needs you will be kept informed of how your child is doing through the usual procedures for all children, but will also be invited to meet with the class teacher and Inclusion Manager at least three times a year to review the provision and outcomes for your child. • If your child has SEND then you will be invited to attend any relevant meetings where outside agency professionals meet with school staff to discuss your child's needs, or will receive verbal or written feedback on the outcome of the meeting, as appropriate. • All of the above in conjunction with Holy Cross' 'Open Door Policy' will enable you to be secure in knowing how your child is doing and provide opportunities to discuss how we can help you to support your child's learning in partnership with what we are doing in school.
<p>How will the school measure the progress of my child?</p>	<ul style="list-style-type: none"> • Your child's progress is assessed and monitored continually as part of High Quality Inclusive Teaching. Teaching and learning activities, resources and equipment are all adapted as a result of the ongoing assessment and monitoring to respond to your child's individual needs and to ensure inclusion in personalised teaching on a daily basis. • Where children are taking part in interventions with Learning Support Assistants, within the classroom or beyond classroom practice your child's progress is assessed and monitored on an ongoing basis under the guidance of the class teacher and/or the SENCO, the whole team working closely together to adapt the intervention where necessary. • Your child's progress is assessed, monitored and recorded over the course of each half term on an ongoing basis and, when appropriate, through more formal assessments. • Your child's attainment and progress is measured at the end of each half term and whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support. For children receiving interventions and/or with SEND their progress will be measured against the outcomes set for them at the start of the half term. • Adequate progress is defined as that which: <ul style="list-style-type: none"> -narrows the attainment gap between the pupil and their peers

<p>and increasing attendance?</p>	<ul style="list-style-type: none"> • Holy Cross has two trained Emotional Literacy Support Assistants (ELSA) who are able to work with individuals and small groups to support children’s pastoral, social, emotional and behavioural needs. • All members of the staff team support children’s pastoral, social, emotional and behavioural needs and will do so under the advice and support of the ELSAs if necessary. • We will work hard in partnership with you as parents and carers to meet your child’s needs. However, if your child needs support for pastoral, medical, social, behavioural or attendance beyond that which we can offer within our team, then the procedures already discussed will trigger the accessing of additional support. • This support may take one of the paths already described such as a group or individual intervention, consideration of SEND, or Early Help, both of which enable the access of relevant outside agencies to further support pastoral, medical, social and behavioural needs. • Additionally, we are able to access the advice and support of the School Nurse and make referrals to her and her team. • We monitor attendance closely and recognise the close link between good attendance and your child making good progress. Where difficulties may develop, we will work with you as parents and carers to address these through phone and written correspondence and Student Attendance Meetings, (SAMs).
<p>What support does the school have for me as a parent of child with a SEND?</p> <p>How are children with SEND currently involved in their education at your setting</p>	<ul style="list-style-type: none"> • As a parent at Holy Cross you will be part of a supportive community of staff, parents, children and governors, including an involved Parent Teacher Association (‘The Friends of Holy Cross’) who work together for the good of all the children at Holy Cross. • Holy Cross has an ‘open door’ policy for parents and carers and recognises you as partners with us in your child’s education and care. We are happy for you to come in to chat to your child’s class teacher and/or the SENCO whenever you feel that you need someone to talk to. Sometimes, however, we may not be able to accommodate you immediately and it may be necessary for us to make an appointment to see you at a mutually convenient time. • The school is pro-active in using Early Help which is able to give support to the family as well as the child and enables the family to access further support, such as parenting support. • Referrals can be made to Barnardo’s to access parenting support, a family support worker, and Strengthening Families. • Referrals can also be made to parenting programmes for pupils with specific needs (The New Forest Parenting Programme for parents of children with ADHD, and The Cygnet Programme for parents of children with a diagnosis of ASC). • We work with SENDIASS to support Parents of children with SEND and can put you in touch with a representative from SENDIASS and/or help you to access further information and support. • SENDIASS and the School Nurse offer sessions or workshops for parents in school on a variety of themes.

Appendix F

<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • The school has a separate policy for the administration of medicines and Supporting Pupils With Medical Needs. • We ask you to let us know about any medicines that need to be used in school and we will ask you to complete a simple form. • We will not administer any medicines without this consent. • A key adult, or adults, will be nominated to administer medicines, including controlled drugs (for the management of ADHD). • Many of the staff team have had Epi-Pen training. • Staff teams working with pupils with medical needs receive specific training as appropriate (eg for Type 1 Diabetes).
<p>How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • We are a fully inclusive school, however, as two of our classrooms are on the first floor, we are not fully accessible to all children or adults with SEND. In the past, we have moved different year groups to accessible classrooms to allow accessibility to children with SEND. The school Accessibility Plan is available on request. • All children are welcome to after school clubs and school trips and adjustments are made regarding a child’s individual needs as required.
<p>How will the school support my child when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • As Holy Cross is a small school, all of the children are familiar with other members of staff and will have experience of different teachers leading whole school activities such as Worship. Our classes also work in pairs for different curriculum areas, so it is likely that your child may have already been taught by their new teacher. • When moving years in school, all children have ‘transition days’ to familiarise them with their new teacher and new classroom and familiarise the next teacher with their new class. • If your child needs more support, then we will arrange additional visits or activities to make transition smooth. In some cases this might include the use of personalised transition booklets which your child would help to make, including photos of their new teacher and classroom, which they can take home for the summer holidays to help alleviate any worries that they might have. This and other techniques and resources may be suggested by any outside agencies that your child is under the care of, (for example, Autism Outreach) and school will seek their advice if necessary. • When your child moves onto Secondary School they will benefit from the good links that we have with all the schools that our children transition to. Staff will visit the children in school prior to their transition days in the latter half of the summer term. • Again, should your child need additional support with transition then additional visits and/or transition resources will be accessed. The SENCO will liaise with the relevant staff at your child’s secondary school to ensure that all necessary information is passed on. Where appropriate a Transition Partnership Agreement may be drawn up. • If your child moves to another school then the Inclusion Manager will liaise with the SENCO at the new school to ensure that all necessary information is passed on. • In all cases, should you wish to be involved in the transition planning and discussions with the new class teacher at Holy Cross, or the new school, then we will ensure that opportunities are provided to enable you to do this.

<p>Where can I get further information about services for my child?</p>	<p>Further information about services for your child is available from:</p> <ul style="list-style-type: none">• Isle of Wight Local Authority Local Offer http://iwight.com/Residents/Schools-and-Learning/• SENDIASS Isle of Wight Email: sendiass@iow.gov.uk Phone: 01983 825548 iowsendiass.co.uk 11 Orchard Street Newport PO30 1JZ <p> iowsendiass</p>
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