

## **Publishing Information: SEN information report**

### **The kinds of SEN provided for**

31 children on the SEN Register 15% just below the National Average of 17.3%

7 children with EHCP's 3.3% just below the National Average of 4.3%

### **The kinds of SEN provided for and % at HF**

Cognition and learning 2%

Sensory and Physical needs 2%

Communication and Interaction 10%

Social Emotional Mental Health 1%

### **Policies for identification.**

We use a graduated approach to identify children with additional needs- see SEN policy. This begins with;

- Discussions between the class teacher and parents
- T.A. support/ learning mentor- interventions.
- SENDco involvement (S Whitehead)
- External support - Link Advisory teacher, EP, SLT, OT, School nurse, Paediatrician, Blenheim house, CAMHS, Early Help.
- Application for EHCP

### **Arrangements for consulting with the young person.**

We use the 1 page profile and children are invited into reviews to share views. This demonstrates to the child their family and school working together.

### **Arrangements for assessing and reviewing the young person.**

Children with an EHCP are reviewed annually and the information is now stored on the Blackpool Hub.

School uses the person centred planning meeting to review progress and set targets.

School also uses a system of Assess- plan-do-review

### **Arrangements for transition.**

School supports children moving from class to class using a transition booklet containing photos and information that can be shared at home in preparation for change. Where needed extra visits are organised to support transition.

When a child makes the transition to High school extra visits can be organised - the SENDco and Learning Mentor support this move.

### **Approach to teaching children with SEND**

Holy Family school is inclusive and wherever possible children with SEND have access to a full and varied timetable. Additional staff are deployed to support the class teacher's management of this. It is important that all children have access to both teachers and T.A's. Adaptations are made which include the use of; 1-1 sessions, small group work, interventions e.g. active spelling, colourful semantics, Now and Next boards, visual timetables, manipulatives, fidget toys, slanted writing boards, pencil grips, walk and talk, access to a safe space, additional lunchtime supervision, wobble cushions, sensory play, friendship groups, adapted instructions, access to IT.

### **Specialist support**

The school has a link advisory teacher that will support with advice for staff and strategies to support pupils with SEND.

School has bought into COMMUNICATE a SLT team.

School has access to an Educational Psychologist

### **Evaluating Provision**

Regular Pupil Progress meetings

Tracking progress of SEND

Environment walks

### **Activities available to children with SEND**

All children with SEND are able to access all after school clubs. Provision is made to help children with SEND to access after school events. Our school Learning Mentor has helped a number of families in need of emotional and social support.

### **Handling of Complaints**

School has a complaints policy that parents are made aware of if they have a complaint.