

Our SEND Offer



What is SEND? - At Holy Rosary we aim for every child to reach their full potential and we want all our children to access the same high quality curriculum regardless of their ability.

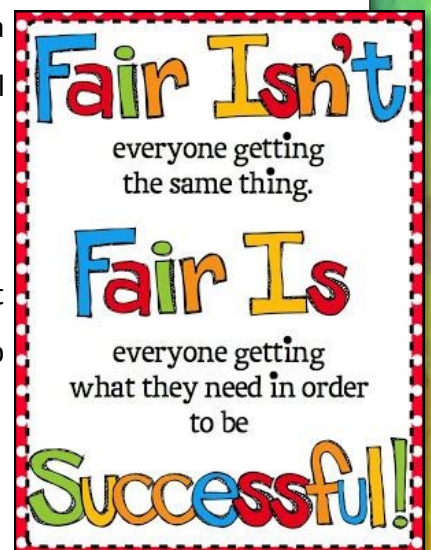
SEND (Special Educational Needs and Disabilities) is the term used to describe when a child has a particular educational difficulty that they have to overcome to be able to access the curriculum. There is a wide range of possible needs that may need to be addressed and many different ways to do this.

What happens if we think my child might have SEND? Often, SEND issues are noticed in class first of all. If this is the case, you will be invited to talk to the class teacher about what we have noticed and what we will try to help your child in class in the first instance. You are of course always welcome to bring any concerns directly to the class teacher; ring the office if you want an appointment and let us know what you would like to talk about so we can prepare any information you might need.

It might be that your child just needs a little bit more support with an aspect of their learning, in which case your child's teacher will explain what we can do at school and how you can support at home to help them do the best they can. Please remember that everyone learns at a different rate and has different abilities—not everything is a Special Educational Need.

If it turns out that your child has a particular issue that needs more than a bit closer attention from the class teacher but will need a specific strategy to help them to learn, then we may ask to put them on the SEND register.

What is the SEND Register? This is just a list of children who we feel have a Special Educational Need. School keeps a record of which children have additional support beyond normal classroom practise. You will be asked to fill in a form to give your permission for us to do this.



What happens next? Your child's teacher will draw up an Assess, Plan, Do, Review document, usually known as an APDR. This lists what your child's needs are, the targets that we want them to work on, the strategies we will use to help them in class and a space to review progress. An example is provided later. For most children with SEND this will be enough to help them to access the curriculum. APDRs are reviewed at least half termly, or more often if needed and you will have a chance to meet with your child's teacher to discuss what needs to happen and how the targets may change. Pupil and parent voice is important throughout this process.

Will they stay on this forever? Some children learn to overcome their barriers and can come off the register (though we will always have a mind to what their issues used to be in this case) and some children stay on longer or throughout their time with us because their need is not something that can be permanently overcome. There is no problem with either situation—all our children are individuals and will receive the help that is right for them.

What if they are still struggling? We work with many different agencies to assess what targeted support we can give to your child. Different agencies can suggest more specialist support or different strategies we can try in class. In these cases we may refer your child to them for advice or for them to do some work with your child in school or at home. Demand for these services is always high and there is often a long waiting list so there may be a delay in getting a child assessed —please bear with us! Also it is essential that your child attends any appointments or they are likely to be discharged and we will then have to refer again.

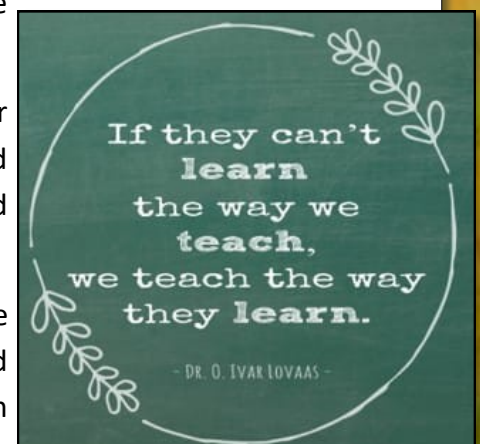
What is an Educational Psychologist? An Educational Psychologist (EP) is a specialist who can assess how a child's mind works in their learning and can often give a very in-depth report into what a child needs putting in place to support them. We only ask for an EP report in quite complex cases or often to support applications for additional support funding. Again, there is always a waiting list for EP appointments.

Working with these specialists will often provide us with enough advice or specialist teaching to help your child make the best progress they can.

What will learning look like for my child? We always strive to provide the type of education that supports each child individually, including those with SEND. We have set up all our classrooms to be ASD friendly and include visual timetables to help your child organise their day and know what is coming next. We apply what is termed Adaptive Learning in which learning is scaffolded in different ways to provide the help your child needs to learn the same things as the rest of the class.

In addition to these strategies that help all children learn together, your child may need additional support on things that they particularly need to work on—how this will be achieved will be discussed with you and written up on their APDR tracker.

My child has a disability or medical need—what happens for them? We will work with you and any medical professionals who know your child to establish what we need to do to remove any barriers that stop them from accessing their learning. Where necessary we may set up a Health Care Plan to set out what they need and how it will be provided.



Will my child get an adult to support them? It's very unlikely your child will get an adult to work with them all the time, and that is usually a bad idea as we want them to learn how to work independently rather than becoming reliant on an adult. We allocate Teaching Assistants carefully so that the children with the greatest need get the greatest support, but we aim to ensure that all children get appropriate close support from their Class Teacher or a Teaching Assistant.



Will they have to go to 'Special School'? Almost certainly not. We try at all times to ensure they can access our curriculum with the correct support.

What about moving to new classes and schools? We work closely as a team to make sure class teachers have adequate chance to discuss their new class before moving up in September. Where a child joins or leaves in-year we will talk to their previous or next school to make sure information is passed on well. When children leave us in Y6 for secondary school we meet with the new school's SEND team for a detailed handover and can also arrange enhanced transition with secondaries to make transition as smooth as possible.

What does our SEND support look like? We use the Assess, Plan, Do Review Model:

At Holy Rosary a child will be identified as having SEND when their learning difficulty or disability calls for special educational provision that is different or additional to children of the same age. Assessment is a whole school approach that can quickly identify where a child is not making progress. This process includes:

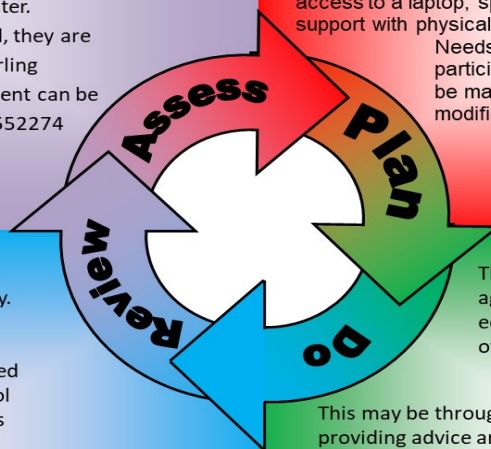
- Observations and assessments made by the class teacher.
- Pupil progress meetings between the class teacher, the senior leadership team, Mr Darling and Mrs Tester.
- If a parent is concerned about their child, they are welcome to come and meet with Mr Darling who is our school SENDCo. An appointment can be made through the school office. 01642 552274

The curriculum at our school is delivered to all children by class teachers, ensuring pupils receive a high level of quality first teaching. Children work within their own class where the teacher and teaching assistants provide additional support in a variety of ways. This may include; participating in intervention groups and accessing 1:1 support where appropriate. Each class teacher plans, delivers, assesses and reviews work for all pupils in their class. Where a child has a special need and/or disability, the teacher will adjust the curriculum accordingly. This may include access to a laptop, special or adapted furniture and equipment or support with physical activities. Children with Special Educational Needs and/or Disabilities are encouraged to participate in trips and visits where adaptations will be made such as: additional 1:1 support, modifications to equipment, dietary requirements.

Children who have been identified as requiring support will be reviewed termly. This will be with the class teacher and parents/carers. Mr Darling, the school's SENDCo, will be in attendance if requested by either party. It is important that school and home work closely together towards outcomes. This will ensure that pupils receive the most appropriate intervention and support to ensure progress is being made and achievements celebrated. Termly updates regarding SEND are given to our Governors.

The school works closely with external agencies, including those associated with education and health, to ensure all the needs of our pupils are met.

This may be through 1:1 or small group work in school, providing advice and resources or a scheme of work to follow. The external agencies include: Behaviour support services, occupational therapy, physiotherapy, school health, CAMHS, visual and hearing impaired services and speech and language services. Our Trust has a dedicated Educational Psychologist who works across all schools and we engage with counselling services such as Alliance.



What sorts of adaptations are made for children with SEND?

That depends on the particular needs of your child, but these are some of the adaptations that might be made for the four main areas of SEND.

Remember that every child is an individual, and you will have a chance at review meetings to discuss the precise needs of your child with their teacher.

Social, Emotional and Mental Health needs:

- Access to our lunchtime Nurture Group
- Access to time out/quiet time
- Child led reward systems which are individually adapted
- Access to counselling services – Alliance
- Increased access to additional adults in the classroom through funded support
- Increased access to the outdoor environment

Cognition and Learning needs:

- Regular, individually focused intervention e.g. Daily Reading/phonics
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Increased access to ICT
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum adapted to meet the learning needs of the child/young person - Use of Individual Learning Plans
- School will refer to the Specialist Learning Team in Stockton for further strategies if all school based interventions have been explored.

Communication and Interaction needs:

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care, flexible thinking
- Enhanced access to visual approaches e.g. PECS (Picture Exchange Communication System)
- Access to low stimulus area if required
- Access to a lunchtime Nurture Club
- Access technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Mentoring and/or buddy systems
- Social stories

Sensory and/or Physical needs:

- We support those who need physical aids to support access e.g. wheelchair, mechanical lifts, walking frame, hearing aids, ear defenders, large print materials if required
- Access to a specialist teacher/LSA for the hearing/visual impaired
- Concrete apparatus available to support learning
- Support for personal care from our school nurse
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum



Who can I talk to about any concerns I might have? In the first place, speak to your child's class teacher as they know your child best. If you want to ask for more specific advice, they can arrange a meeting between yourself and our SEND Coordinator, Mr M Darling.

Where can I get more information about school SEND provision?

Have a look at our website, in particular our SEND Information Report : <https://holyrosary.bhcet.org.uk/mhr-send-information-report-2022/>

You can also view Stockton's Local Offer here:

<https://www.stockton.gov.uk/children-families-and-young-people>