

## **Holy Family Catholic Primary**

### **Brief description of the school**

Holy Family Catholic Primary School is a Church aided school in the Diocese of Hallam and is maintained by Doncaster LA. This means that the members of Parish and the Diocese of Hallam have contributed towards the cost of building the school and continue to care for its buildings and its people.

The school provides distinctive Christ centred, Catholic education for children aged 4+ to 11+ years, with priority being given to Catholic children who live within the parish/ parishes of Our Lady's of the Assumption and St, Joseph and St. Nicholas. Together, we aim to make all areas of the school environment both lively and happy; a place where children can learn in a positive Christian atmosphere. The dedicated staff arrange and plan the curriculum by organising their classrooms in such a way that children are well motivated and enjoy being at school. The climate is such that, with emphasis on co-operation and mutual respect, high standards of social behaviour are promoted and every child encouraged to develop their full potential.

Together, we expect the highest standards from our children and we celebrate their success on a continual basis with pupils and parents alike. Our aim is to work in partnership with parents/guardians, ensuring the best possible education provision for our children. This level of partnership is enhanced through the growing reputation the school enjoys within the local and wider community.

### **How we identify if your child may need additional help and/or has special educational needs (SEN)**

We know when pupils need additional support if:

- Concerns are raised by Parents/Carers
- Concerns are raised by teachers and school staff
- Concerns are raised by outside agencies
- There is a lack of progress evidenced in classroom observation and assessment
- There is a change in the pupil's behaviour
- A pupil asks for help

### **How we involve parents and carers in meeting the needs of their child and in whole school developments**

Parents are invited into school on a regular basis. A meeting takes place with the SENCo to discuss progress. Every term teachers and parents meet to discuss targets.

Parents and carers are invited into school and views sought through parent questionnaires.

Parents evenings and open evenings provide an opportunity for parents to talk to staff regarding their child.

### **How we will involve your child in the planning and review of their support**

Children know their targets and what they need to do to achieve them. These are discussed with the children and they are able to say what it is that they want to improve on. Their views are sought about how well they are doing and these are recorded on their target cards within the classroom.

### How we match the curriculum, teaching and learning approaches if your child has SEN

The curriculum is tailored to meet the needs of all the children within the school. We follow the Mastery Approach which ensures all the children make progress and are identified daily as needing extra support. Lessons are planned to ensure all children are targeted with effective use of resources and staffing. Quality first teaching ensures all children are engaged and supported throughout all lessons.

The use of ICT and other enabling resources where necessary help children who have SEN.

### How we provide additional support if your child has learning needs

For children identified as requiring additional support, school will put together a support plan which has clear targets and activities to achieve these targets. Children will be supported either within the class with differentiated resources and or support. Children may also spend directed time in an afternoon with a teaching assistant working through a programme to help progress.

Each class has a teaching assistant in a morning and they help provide additional support to your child.

### How we provide additional support if your child has social and communication needs

Children with social and communication needs are identified at an early stage. In EYFS a teaching assistant has been on social and communication training and runs an early intervention programme for those children as identified as needing extra support.

Children identified in KS1 and KS2 follow RWI programme and Toe-by-Toe, those who require further support are referred to Speech and Language.

### How we provide additional support if your child has physical, sensory and/or medical needs

Children with physical, sensory and or medical needs are identified and appropriate support put in place. Support is sought from relevant professionals and we work closely with parents and carers.

We also have a dedicated sensory room which children can access.

### How we provide help to support your child's emotional health and well being

We have a Pastoral Worker who will work with children needing support for their emotional health and well being. The worker will then follow a programme of mentoring and support to help build confidence, self esteem and overall emotional well being.

### How we promote developing independence

All children within school are taught to be independent all the way from EYFS, where children are taught to use the toilet, tidy up and dress and undress for PE. Children also have a key role to play in deciding what they want to learn and how they have done.

Children are supported to understand that they can do activities independently and do not require adult support for everything. They take responsibility for class worship, playground monitors, classroom monitors and are encouraged to support each other.

### How we measure and review your child's progress against their targets and longer term outcomes

Children's progress is monitored regularly, children undertake assessments every half term. With the new Mastery approach for English and Maths children are continually being assessed in their everyday activities and this feeds into their targets and helps to provide a clearer picture when reviewing progress against long term targets.

In EYFS the children are monitored through their Learning Journey's these are a continuous assessment of observations and tasks. These are used by teachers, but also information from parents is sought in order to gain a rounded picture of the child's progress against their targets.

### How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

We have a sensory garden and sensory room. The FS2 classroom has been resourced with new furniture and resources to ensure all children can access all resources. The flooring has been changed to lino to enable it to be easily wiped and cleaned.

### How we include children with SEND in the life of our school

All children, regardless of SEND are included in our school life. This school strives to be an inclusive school, sharing a sense of community and belonging through its:

- Catholic, inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

The SENCo attends appropriate courses and conferences as they arise. She also attends meetings for SENCos within the catholic pyramid and Network events organised by the Local Authority. In school, the SENCo shares with staff any current matters arising and in addition to this, in-house INSET days and/or staff meetings may also take place. Staff are able to attend courses as and when they may become available and where they are appropriate.

### External support and expertise we can call upon to help us to meet children's needs

In order to ensure that the children's needs are matched by appropriate provision, We work with a variety of agencies listed below. Parents are always informed and permission sought when the school wishes to consult an external agency about their child.

Outside Agencies:

- Outreach behaviour and Learning Support including Specific and General Learning Difficulties
- Educational Psychologist Service
- Integrated Family Support Services including The Healthy Schools Team
- The School Health Team including School Nurse, Speech and Language Therapists, Hearing Impaired Services, Motor Coordination and Hospital Teaching Services
- Education Welfare Service

### How we prepare children to join our school

In FS1 children are visited at home and links are made with the local private nurseries.

In KS1 and KS2 parents have a meeting with the Headteacher and visit the school. Transfer information is sought from the school the child is transferring from.

Children with specific needs are given a welcome book with staff pictures, to use at home.

### How we prepare children to move on from our school

Children in Y6 are supported through transition and close links between the feeder school McAuley and the local secondary schools. Visits are made and SENCo's work closely to enable safe transition.

### How we deploy our resources to meet the needs of children with SEND

Resources are deployed to support children where needed. Adaptive technology and equipment is bought if required.

### Contacts for more information

**Executive Head teacher:** Bernadette Nesbit

**Head teacher/ Principal:** Samantha Benson

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**SEND Policies and SEN Information Report**

**link(s):** <http://www.holyfamily.doncaster.sch.uk/information/send>