

Holy Souls Catholic Primary School SEND Information Report 2023-24



Holy Souls School Welcomes You
Holy Souls School Is a Place Where We Pray Together
Holy Souls School Is a Place Where We Care
Holy Souls School Is a Place of Learning
Holy Souls School Is a Place Where Everyone Is Important

The information in this document describes our provision for pupils with a Special Educational Need or Disability (SEND) and reflects Birmingham's Local Offer which can be found on;
<https://www.localofferbirmingham.co.uk/>

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Who's Who

			
<p>Mrs Girling - Headteacher Mrs Girling sets the direction of the school and ensures that inclusion is high on the agenda and every individual's needs are met at Holy Souls Catholic Primary School.</p> <p>Mrs Girling is also a designated safeguarding lead (DSL).</p>	<p>Mr Henvey - SENDCo Mr Henvey ensures and oversees continuity of provision for pupils with SEND and coordinates the work of outside agencies on a daily basis. Alongside this, he works with some children in a small group or on a 1:1 basis to support their SEMH needs.</p> <p>Mr Henvey is also a designated safeguarding lead (DSL).</p>	<p>Mrs Knight - SEND Governor Mrs Knight's job is to meet with the SENDCo regularly. In these meetings, the SEND Governor will make sure that children, young people and families are being supported by the right services from in and outside of school. The SEND Governor is involved in the whole school monitoring schedule.</p>	<p>Fr Jonathan Veasey Fr Jonathan oversees the Pastoral and religious life of the school and is the Chair of Governors and as such assures the inclusive nature of the school.</p>

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At Holy Souls we support children with a wide range of additional needs. These include:

- Autism
- Asperger's
- Dyslexia
- Dyscalculia
- Dyspraxia
- Visual Stress
- Hearing Impairment
- Visual Impairment
- ADHD
- Moderate Learning Difficulties
- Speech, Communication and Language Difficulties
- Social, emotional and mental health difficulties
- A range of medical needs

At Holy Souls we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.

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External Support

<p>The entire agencies listed below in this table are currently representatives from the Local Authority. When relevant these professionals attend termly and annual reviews with parents, pupils and staff.</p>		
<p><u>Educational Psychologist (EP)</u></p>	<p><u>Communication and Autism Team (CAT)</u></p>	<p><u>Pupil and School Support Officer (PSS)</u></p>
<p>The role of the education psychologist is to support staff, pupils and parents on a daily basis for a range of needs. Examples might be pupils with Down Syndrome, attachment or anxiety. The EP use psychological methods and techniques to enable children to access the curriculum. If parents and school agree a child needs an EHC (Educational Health Care Plan) the Educational Psychologist is always involved in this assessment.</p>	<p>The role of the communication and autism team is to monitor children with autism and give staff appropriate support and training. Also in this remit they assist school in identifying any communication, language or social issues that can occur as a result of these difficulties. The team monitor children who may display difficulties in this area who may not have a formal diagnosis of autism.</p>	<p>The role of pupil and school support teacher is to support school staff and children in the area of cognition and learning. This can be achieved by training staff for interventions, assessment and observation of children, guidance and coaching for staff on using an alternative strategy to achieve an agreed outcome.</p>

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A pupil has SEN where their learning difficulty calls for Special education provision, that is provision different from or additional to that normally available to pupils of the same age. The main four areas of SEND are as follows:

Communication and Interaction:	Cognition and Learning:
Children and young people with speech, language and communication needs (SLCN) have difficulty in communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication social interaction and imagination, which can impact on how they relate to others.	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health:	Physical and / or Sensory:
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access.

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At Holy Souls we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.

At Holy Souls there are **three levels** of intervention. These are:



Wave 1 – Universal (whole class)

Teachers plan to meet the needs of all pupils by ensuring learning is focussed on individual pupils needs, abilities and potential. This includes pupils with a disability, children with specific special educational needs and more able pupils. The curriculum is designed to be accessible to all children who attend Holy Souls. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers. All children have access to a high standard of quality first teaching during whole class teaching.



Wave 2 – Targeted (small group)

Some children require more support than the universal level of support in order to make appropriate progress. These include small group intervention for pupils not making expected progress and therefore requiring additional support. This type of intervention is over and above that provided through differentiated classroom teaching and should be specific work targeted at meeting their identified needs. This intervention is specific, time limited and evidence-based. Where appropriate, these pupils will have an individual target plan (ITP) or in addition to a 'pupil profile' detailing the required additional support. Support of this nature is given within the means that are available in terms of staffing and funding.



Wave 3 – Specialised (1:1 basis)

For some children their needs are so individualised that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class teachers are clear how to encourage independence and boost these pupils' self-esteem. This provision may come from within the school or from outside the school. These pupils will have an individual target plan (ITP) or an individual action plan (IAP) in addition a 'pupil profile' detailing the required additional support, which may be one to one or very small groups. Support of this nature is given within the means that are available in terms of staffing and funding.

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Frequently Asked Questions:

How does school know if children need extra help and what should I do if I think my child may have SEND?	School has an open door policy parents are welcome to express a concern at any time. If a parent has a concern they are invited in to discuss the concern with the SENCo and a plan of action is drawn up together. School will also approach parents when they feel there is a need to ascertain if extra assistance is required.
How will school staff support my child?	School ensures quality first teaching pitched at the right level for all pupils to progress and improve attainment. A range of interventions may be offered, daily 1:1 or group work, 1:1 with a peer or adult or further differentiation of tasks to meet a pupils' need.
How will the curriculum and learning environment be matched to my child's need and how will I know how my child is doing?	Lessons are differentiated to meet the needs of all pupils. The appropriate resources are used to ensure pupils progress. School will inform parents via direct informal contact daily and in some cases in the form of a home/school book. Parents are informed of progress at ITP / IAP review meetings and at parents' evening consultations. If parents want more frequent meetings this can be arranged for pupils with EHC plans.
What specialist services and expertise are available at or accessed by the school?	Educational Psychologist. Communication and Autism Team, Pupil and School Support, Speech and language Therapy (SaLT), Occupational Therapist (OT), Child and Adolescent Mental Health Service (CAMHS) or PAUSE. (Parental consent may be required before external agencies are involved)
How can I contact school if I have a concern about my child?	School has an open door policy. The head teacher and assistant head teachers are available every morning and afternoon. Parents have the option of phoning school to make an appointment to see the head teacher with any concerns.
How will the school support and prepare my child to join the school or to transfer to a new school or the next stage of education and life?	Induction meetings are held for all new parents and meetings and a buddy system is in place for new pupils. Transition plans and meetings take place where necessary along with handover conversations where records and information is shared. Transition plans are in place at the end of each key stage and where necessary transition booklets are provided for parents and pupils.
How will my child be included in activities outside the classroom including school trips?	School liaise with parents before all trips and staff are allocated appropriately to groups or individuals with a need. Accessibility plans are drawn up along with risk assessments.

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Links with other schools / agencies that we liaise and work with to benefit the daily provision for all pupils in our school:-

St. Teresa of Calcutta MAC	
Primary Schools	Secondary Schools
The Rosary – www.rosaryrc.bham.sch.uk/ St Josephs – www.stjosb7.bham.sch.uk/ St Chads – www.stchadsprimary.co.uk/	Archbishop Ilsley Catholic School – www.ilsley.bham.sch.uk/ Holy Trinity Catholic School – holytrc.com/

Wider Organisation Support	
Birmingham Children’s Trust – www.localofferbirmingham.co.uk Big Community (SALT) – www.big.comm.org/ EYFS parenting support – www.foundationparetningsupport.ork/uk Autism West Midlands – www.autismwestmidlands.org.uk/ ADHD UK – www.adhduk.co.uk/ Speech and Language UK – www.speechandlanguage.org.uk/dld-educational-support/	Downs Association – www.downs-syndrome.org.uk/ RELATE – www.relate.org.uk/ Forward Thinking Birmingham – www.forwardthinkingbirmingham.org.uk Birmingham Safeguarding Children Partnership www.lscpbirmingham.org.uk/ British Dyslexia Association - www.bdadyslexia.org.uk/ British Dyscalculia Association - www.bdadyslexia.org.uk/dyscalculia

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If I am not happy with the provision at the school, how can I share my concerns or make a complaint?

We very much hope that you will be happy with the provision for SEND at Holy Souls, however, if you are not, there are several ways to resolve this.

We always advise that parents meet with the class teacher and the SENDCo as soon as they feel an issue has arisen.

Should you have any concerns that have not been resolved by the class teacher, or by any other adult working with your child, then we ask that you contact our SENDCo Mr Henvey.

If you still have concerns, please contact our head teacher, Mrs Girling.

If you feel that your concerns regarding SEND provision at school level have not been resolved then please refer to our formal complaints procedure which can be found on the MAC website.

https://saintteresaofcalcutta.org.uk/wp-content/uploads/2022/07/Complaints_Policy.pdf

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Legislation and Guidance

This policy and information report is based on the statutory Special Education Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND Information Report.

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We would like to offer our thanks to the parents of children with SEND who were consulted and contributed to the design and accessibility of this report.