



St. Patrick's Special Educational Needs and Disability (SEND) Information Report

Due to 'COVID-19' some of the policy will be subject to change. Please refer to the School Covid-19 Risk Assessment.

MAY CHRIST BE SEEN IN US

At St Patrick's RC Primary School, we love and respect all pupils. We believe we are all made in God's image and that Jesus would never turn anyone away. Jesus would care for the sick and those whom society kept on the margins. Helping all children lies at the very heart of our Mission Statement. We aim to live out The Gospel Values and treat all with dignity and respect.

1) Aims of our provision in regard to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion>

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,

4. Sensory/physical.

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (January 2015) (Published 11 June 2014. Last updated 1 May 2015). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that is made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEND have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at the school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person,
or
- the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

4) **How does our school know if children need extra help?**

Throughout our school, all children identified with special educational needs will be supported in their learning through **Quality First Teaching**.

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

5) **What should a parent do if they think their child may have special educational needs?**

- If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's class teacher. This then may result in a referral to the school SENCo whose name is Miss Brown. Tel: 01642 580850
- Parents may also contact the SENCo or the Head Teacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) **How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, the SENCo, external agencies
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND

5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
 - All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
 - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in regular progress meetings that are undertaken between the class teacher and the Senior Leadership team.
 - Additional action to increase the rate of progress will be identified and recorded. A review of the impact of the differentiated teaching being provided to the child will take place, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school and will be collated by the class teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child.
Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed half termly with parents and staff.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Support Services –Education Psychologist

2. Specialists in other schools e.g. teaching schools, special schools
3. Social Services
4. Health partners such as Speech & Language, Occupational Therapy, Physiotherapy, School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex, and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses pupil voice. These are completed by the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed, and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher / SENCo will be recorded and shared with parents.

The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. Teacher's use assessments and observations of a child to identify, review and evaluate their needs and gaps in their learning. We look at what we can provide to meet the child's needs and we discuss and measure the effectiveness of the interventions the children have undertaken that term. Different children will require different levels of support in order to bridge the gap to achieve age related expectations which could be on a one-to-one basis, with a group, run by a teacher or teaching assistant/HLTA or through peer support in and out of the class. Throughout the process, we keep an ongoing dialogue with you as parents through reviews.

At St. Patrick's RC Primary School, we currently have children with a variety of needs in school and provide the following interventions to meet the needs of our children:

Support for children with physical needs:

- Daily Gross Motor Skills interventions
- Daily fine Motor Skills interventions
- Daily visual perception work
- Specialist support from outside agencies e.g. Occupational Health, Movement team Support for children with speech, language and communication needs:
- Daily Speech and Language interventions e.g. Blast
- Specialist support from outside agencies e.g. Speech and Language Therapy Support for children with social, emotional and mental health difficulties:
- Children engage in a range of one to one support with trained staff members
- Lego Therapy
- Specialist support from outside agencies e.g. CAMHS

Support for children with cognition and learning needs:

- Range of teaching and learning styles
- PAT intervention
- Action words
- Maths and English specific tasks
- Specific individual support for children whose needs are severe, complex and lifelong e.g. Dyslexia, Dyspraxia
- Specialist support from outside agencies e.g. Educational Psychology Service

Support for children with Autism Spectrum Condition

- One to One support in and out of the classroom

9) How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents' half termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.

- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is: 01642 580850

10) How will parents be helped to support their child's learning?

- Please look at the school website. Included are links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEND provision made for pupils?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated SMSC curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

Mental Health & Wellbeing

At St. Patrick's we are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries

- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident
- help children to develop emotional resilience and to manage setbacks

We offer different levels of support:

Universal Support- To meet the needs of all our pupils through our overall school motto and our wider curriculum. The children take part in SMSC once a week focusing on a new statement.

Additional support- For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement. i.e., Rainbows

Targeted support- For pupils who need more differentiated support and resources or specific targeted interventions.

Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff / SENCo who administer and supervise medications, will complete formal training.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

14) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake?

Regular training is used to ensure that all staff are equipped to teach children of all abilities. All staff receive appropriate training, so they have the knowledge and confidence to support children with a variety of needs. Our SENCO leads a team of talented support staff, each of whom are specifically trained in order to provide a wide range of support for pupils with educational, social and emotional needs.

We also have teaching assistants who are trained to deliver specific interventions to support children and young people in reading, writing, mathematics, language use, social skills etc.

The school has a development plan that includes training needs for all staff to improve the teaching and learning of all children including those with Special Educational Needs and/or Disability. This may include whole school training on Special Educational Needs and/or Disability issues or to support children in school with one particular need, such as autism, dyslexia, etc. The purpose of whole staff training is to share knowledge, strategies, and experience, and ensure consistency of our

school's approach for children with a Special Educational Needs and/or Disability. Teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The SENCO also works closely with specialists from external support services who may provide advice or direct support as appropriate.

If you would like to hear about current or past training undertaken by school staff, please speak to the SENCO.

- The Governor with specific responsibility for SEN has completed Governor training.

16) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located in the staff car park and church car park.
- All steps edged with white / yellow to ensure they are easier for those with visual impairments to negotiate
- Toilets have been adapted to ensure accessibility for children / visitors with a disability.

18) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting the school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 2. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
 - This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g., read aloud software, different recording strategies, additional time etc...)
 2. In class, adult or peer support aimed at increasing skills in a specific area of weakness (learning behaviours, organisation, etc)
 3. Out of class support (relationship building, social, emotional skill development)
 4. Small group tuition to enable catch up (subject or targeted at additional need)
 5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)

6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
7. Partnership working with other settings
8. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
9. Implementation of strategies from support agencies e.g. Education, Psychologist, Health partners such as Speech & Language, Occupational Therapy, Physiotherapy, School Nurse and Child & Adolescent Mental Health Service. Early Help.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCo or a member of the Senior Leadership Team.

19) How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the Head Teacher, SENCo, class teacher and parent who will follow guidance.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

20) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the Head Teacher, class teacher, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

21) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following: Your child's class teacher,

- The SENCo,

- The Head Teacher
- For complaints, please contact the School Governor with responsibility for SEN. Their name is: Mr Wilson , 01642 580850.

22) Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND:

https://www.stocktoninformationdirectory.org/kb5/stockton/directory/advice.page?id=3Xi_pZSOLm4

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here

<https://www.gov.uk/courttribunals/first-tier-tribunal-special-educational-needs-and-disability>

Stockton's Local Offer for Special Educational Needs Provision

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0>

References

Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (June 2014) – Last updated May 2015. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

<https://www.gov.uk/government/publications/send-code-of-practice-0-to25#history> Supporting pupils at school with medical conditions August 2017.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3> SE7 Local Offer: Framework and Guidance.

<https://www.gov.uk/government/publications/local-offer-guidance>

Glossary

A glossary of SEND terms is included in the appendices of the SEND Code of Practice (pages 278-286)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Contact Details for point of contact in relation to SEND at St Patrick's RC Primary School Primary

Head Teacher : MR S WILLIAMS

Deputy Head Teacher: MRS V RAILTON

SENDCo : Miss H Brown

SEND Governor: Mr C Wilson

Approved by Governors Autumn 2020