

## **St Patrick's SEND Information report**

At St Patrick's Catholic Voluntary Academy, we will help your child achieve the very best they can at school. Parents sometimes feel that their child may need some additional support or help for some or all of their time at school. This information is to inform you of the types of support available for your child at our school and how this support can be accessed.

Please also refer to our school **SEND Policy and Accessibility Plan**

### **1. What kinds of SEND do we provide for?**

The SEND CoP 2014 outlines four broad categories of SEND:

- **Communication and interaction** (such as autistic spectrum and language disorders)
- **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and sensory** (such as hearing or vision impaired)

At St Patrick's, we currently provide for, or anticipate providing for children within all of these SEND categories.

### **2. What should I do if I think my child may have special educational needs and/or requires additional help at school?**

If you have any questions or concerns about your child the first person you should talk to is their class teacher, since he or she is the person in school who knows the child best.

The class teacher will discuss your concerns with the SEN Co-ordinator. Alternatively, you can arrange to meet with the SEN Co-ordinator (Mrs Mary Leach) directly by telephoning the school office (0116 2661149) [mleach@st-patricks.leicester.sch.uk](mailto:mleach@st-patricks.leicester.sch.uk)

### **3. How does the school identify and assess the needs of children with SEND?**

At St Patrick's Catholic Voluntary Academy the progress of every child is monitored at termly Pupil Progress meetings. We identify pupils with SEND through a variety of approaches including :

- Liaison with previous school or pre-school setting and analysing information on transfer forms and records
- Baseline assessments on entry to Nursery or Reception class
- Identifying children who are not reaching developmental milestones or working at age related levels at regular pupil progress meetings
- Identifying pupils who are not making expected progress at termly pupil progress meetings.
- Following up parental concerns. Parents may raise concerns and ask the school to look more closely at their child's learning or another aspect of their development.
- Concerns raised by a teacher: for example, when behaviour or self esteem is affecting learning or wellbeing
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language

Teachers will fill in an Initial concern form for any child they are worried about which will be discussed with parents and the Special Educational Needs Co-ordinator. Further assessments and observations may be carried out, initially by the SENCo, to add to the information already gathered by the Class Teacher about the pupil's strengths, difficulties and needs. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process.

#### **4. What will happen if my child is identified as having special educational needs?**

If the school has concerns about your child's progress or wellbeing you will be contacted and invited to meet with the Class Teacher and/or SENCo to share your views and information about your child.

Pupil identified as having Special Educational Needs will receive extra support, intervention or arrangements as appropriate and their progress reviewed termly with parents.

If, despite additional support or arrangements, they continue to make slow progress or have ongoing problems then the school may ask for advice from external support agencies. A small number of children may go on to have an Education, Health and Care Plan (EHC) - these are for the most complex children that have significant and ongoing needs. If a child has an EHC plan then they will also have an additional annual review and the plan can stay with them up to the age of 25 if it is deemed necessary. These children will also receive a review in the October of Year 6 to discuss transition to an appropriate secondary school.

#### **5. How will St Patrick's Catholic Voluntary Academy support my child and how will this be decided?**

Pupils on the SEND register will receive additional support and provision according to their needs. We make every effort to achieve maximum

integration of pupils with SEND whilst meeting each pupil's individual needs. Where possible, pupils will be supported in their normal classroom setting and will follow the same curriculum as their peers. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. It is the responsibility of the class teachers to adapt the environment, resources and work to ensure children with SEND have access to the curriculum.

Pupils may also be withdrawn from the classroom to take part in smaller focused group or individual intervention. Interventions are planned in blocks of 8-12 weeks. At the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, start a new intervention, or to allow a period of consolidation in class.

Currently, the Headteacher has allocated a Teaching Assistant to every class who supports pupils and delivers interventions in addition to assisting the Teacher in other duties. In addition, some Teaching Assistants are employed to support pupils with EHCPs. When allocating additional TA support to children, our focus is on individual progress and outcomes. We aim to put in appropriate and sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. The Class Teacher is responsible for directing the Teaching Assistants in their class. Support for pupils with EHCPs will be in line with provision described in the plan.

We choose interventions and approaches that have been shown to have a positive impact on children's learning.

Different interventions and approaches are used to address specific areas and the Class Teacher, along with the SENCO if appropriate, will look carefully at each child's individual needs when deciding how best to support your child and which interventions to use.

We try to ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

## **6. What are our arrangements for assessing and reviewing children's progress towards outcomes?**

Children receiving SEN Support will have individual outcomes with additional support tailored to help children achieve these outcomes.

Children receiving interventions will have their progress tracked by their class teacher throughout the time they are receiving the support. They will have three individual reviews over the year and parents are invited to attend and contribute. All pupils, including those with SEND, are reviewed at termly pupil progress meetings.

## **7. What is our approach to teaching pupils with SEND?**

Where possible, pupils with SEND are taught in their normal classroom and will follow the same curriculum as their peers. It is the responsibility of the

class teachers to adapt work and resources to ensure children with SEN have access to the curriculum.

Pupils may also be withdrawn from the classroom to take part in smaller focused group or individual work or a planned, timed intervention delivered by a trained adult.

Our aim is for all children to be working as independently as possible, in class with their peers. We agree that children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

## **8. How is curriculum and learning environment adapted to my child's needs?**

Teachers are responsible and accountable for the progress and development of all the children in their class. Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Teachers will make reasonable adjustments to the curriculum or environment to meet individual need. Some pupils may have access to additional resources to support their learning or increase access, for example maths counters or number lines, word banks or laptops.

All of our classrooms are inclusion-friendly and we aim to teach in a way that will include and support children with different learning styles and profiles.

We have several smaller rooms for group work, one which is equipped with a small sensory area.

### Accessibility

St Patrick's Catholic Voluntary School endeavours to be disability friendly. However, the school is on 2 levels and currently three classrooms and the library are only accessible by stairs. All stairs are highlighted and have handrails. Some areas of the ground floor have been adapted to give access to wheelchairs, however other areas would continue to present difficulties to wheelchair users. We have a shower and changing facilities and there is a disabled toilet.

See [Accessibility Plan](#) for further information

## **9. How do we involve the parents of children with SEND and involve them in their child's education?**

The school recognises the importance of working in partnership with parents and carers to plan effective provision and achieve good progress for pupils with SEND. We invite parents of pupils with SEND to termly review meetings to share and discuss progress and agree next steps and provision. We offer virtual appointments or phone calls to parents who cannot attend in person. We encourage parents with concerns to make an appointment to meet with the

class teacher and/or SENCo at any time throughout the year and we can offer advice and practical ways that you can help to support your child at home.

### **10. How to we consult with our children with SEND and involve them in their education?**

We recognise the importance of encouraging pupils to reflect on and share their views about their learning, appropriate to their age and developmental level. Teachers and teaching assistants ensure that targets are shared with pupils in pupil friendly language.

Where appropriate, pupils will be invited to attend all or part of a review meeting or their views will be sought by a key adult beforehand and will contribute to the meeting.

### **11. What are our arrangements for supporting pupils moving between phases of education?**

Moving to a new class, school or setting can be difficult for children and parents.

We liaise closely with our Early Years Support Team Teacher so we can plan and prepare for pupils coming to St Patrick's who have additional needs.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

For pupils who may find transition particularly difficult we can make additional arrangements, for example additional visits, travel training and preparation of transition booklets with photographs or key staff.

The SEN Coordinator and Year 6 teacher meet with the SEN Coordinator at English Martyrs Secondary School in the Summer term to ensure that Year 6 pupils' Special Educational Needs and Disabilities are known to them on transfer to KS3. When required, arrangements are made to liaise with other secondary schools that receive pupils from St. Patrick's, or schools to which our pupils may transfer, in order to pass on relevant information regarding a pupil's Special Educational Needs and Disabilities. The relevant secondary school SENCo will be invited to Statutory Reviews in Year 6.

### **12. What expertise and training do staff have, in meeting pupils' SEND and how do we secure specialist expertise?**

Some of our staff are very experienced in working with children with additional needs, and others are less so. All of our teachers have undertaken basic training in working with children with SEN including Autism, ADHD and attachment disorders.

Some of our Teaching Assistants have expertise and training in other areas or specific interventions such as Play Interaction, Theraplay, BRWP and

phonics. All Teachers and Teaching Assistants work with children with SEN and disabilities. All members of staff are regularly directed to resources which give advice, information and resources to support them to teach all children effectively. We regularly access training offered by our CMAT and LA support services including training delivered by Educational Psychologists and Specialist Teachers.

Members of staff have undertaken training in the past 5 years in the following areas: Autism, Mental Health, Team Teach, ADHD, Dyslexia and specific learning difficulties, Speech, Language and Communication difficulties, Phonics.

If it is felt that advice or expertise is needed that is not available in school we can access a number of local support services including:

- Educational Psychology Service
- Learning , Communication and Interaction Team
- Early Years Support Team
- Autism Support Team
- Social Emotional and Mental Health Support Team
- Education Welfare Officer
- Visual / Hearing Support
- ADHD Solutions
- CAMHS
- Speech and Language Therapy
- Medical – referrals to paediatrician, Physiotherapy, Occupational Therapy,
- School Nurse
- Social Care and Early Help

The SENCo holds a planning meeting twice a year with representatives from the Psychology Service, Learning, Communication and Interaction Team, Early Years Support Team, Social Emotional and Mental Health Support Team and Speech and Language Therapy to discuss required support and input needed for the coming terms.

### **13. How do we evaluate the effectiveness of our provision for pupils with SEN?**

The effectiveness of our provision for pupils with SEND is monitored and evaluated regularly by the SENCO and Senior Management Team using information gathered at whole class pupil progress reviews, individual review meetings and planning and lesson monitoring. We use formal assessments and tracking data to evaluate the impact of interventions on pupil progress as well as feedback from teachers, support staff and parents.

## **14. What support is available for my child's overall well-being?**

We have a caring, understanding ethos and strive to be an inclusive school. We welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. We are proud to retain the Healthy Schools Award and we promote a healthy lifestyle.

If the school believe that a child has long-term social, emotional or mental health needs we provide structured interventions which aim to support them to express or manage their emotions and/or develop their social skills. These are undertaken in a nurturing atmosphere and are delivered by the school's SENDCo, Wellbeing teacher or a trained TA. On occasions we may access therapeutic support from an outside support service such as the Educational Psychology Service or SEMH (Social, Emotional and Mental Health Support Team).

All children's behaviour is responded to consistently in line with our Positive Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND. We actively investigate all allegations thoroughly and work with both the bully and the victim to improve their social skills.

See [Anti-bullying Policy](#) and [Positive Behaviour Policy](#) for more information.

### **Support for pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum and enrichment activities, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

#### Medicines

We are able to administer medicines that have been prescribed to a child. Please fill in the appropriate form at the office if this is the case.

See also [Policy for Supporting pupils with medical conditions 2022](#)

### **SEND and Looked-after pupils**

Mrs Mary Leach (SENDSCO) is also the designated teacher for looked-after children. The designated teacher ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

**15. How will my child be included in activities outside of the classroom including school trips?**

Every child, regardless of special educational needs, has the opportunity to take part in after school and outdoor activities including trips. We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

**16. What should I do if I have a complaint about the provision made at school for my child?**

Parents are encouraged to discuss any problems, queries, concerns or complaints relating to the provision for pupils with SEND with the school. These may be raised initially with the appropriate member of staff, SEN Coordinator or the Headteacher with a view to resolving the issue. Complaints will be managed in line with the 'Complaints Process' set out within our agreed Complaints Procedures document which is published on our website.