

St Patrick's Catholic Primary School

SEND and EHWP report

December 2020

We currently have 23 children on the SEND register.

Teaching Assistants have continued to work with named children throughout the school, working in small groups or 1-1 where relevant. Funding comes from ASN and AFN. Wave 3 support programmes have supported the learning in maths, reading and spelling. Examples of interventions are AR/AW, 5 minute box, Numeracy Catch-up training, 1st Class at Number, Precision Teaching and Beat Dyslexia. 'SNIP Literacy' is being used widely throughout school and is having a positive impact (this is a programme that was recommended by the Specialist Dyslexia Teacher who has previously supported school). 'Teach your monster to read' has also been used with some children to aid their reading; this is an online programme. Differentiated phonics provision is also in place in Key Stage 1. In Key Stage 2, differentiated spelling lessons are in place. A range of different interventions are utilised depending on the needs of individual children. Other interventions are: Speech and language support (provided by the Speech and Language team), Social stories, meet and greet.

From the Springboard process, identified pupils are supported through EYSFSS (Early Years Schools and Family Support Service), SFSS (Schools and Family Support Service), Communication and Interaction Team and the Education Psychology Service. Referrals have also been made to the Small Steps Service to support pupils and their families. School have also made referrals to the SAP Team (Sherwood Area Partnership – Social Emotional Mental Health Team for Mansfield and Sherwood) in order to look at strategies to support identified pupils. Mrs Wightman and school staff have attended consultations with the team to identify and discuss next steps for these pupils. The Team have also provided support for some of our families during lockdown and have continued to support families this term. We have families attending a parenting group this term and this will be offered to other families in the New Year.

SEND Review meetings take place each term with 'Pupil Passports' being completed to identify the support the children have and what helps them to learn. The children are very much part of this process in recognising what helps them to learn. Teachers, TAs and the SENCO are all involved in this process and parents are invited to attend the meeting and contribute to the Pupil Passport.

Mrs Wightman attends Family meetings and Family training termly. As part of the role as Family SENCO, Mrs Wightman organises and delivers all training within the Family. Family SENCO Network meetings ran by the Local Authority are attended termly by Mrs Wightman and this information is then shared with SENCOs within the family and Mrs Wightman provides training as appropriate. District Family SENCO meetings have begun this term and they take place half termly. As Family SENCO, Mrs Wightman also attends the CMAT Steering Group Network meetings to lead SEND Focus meeting with a team of colleagues throughout the CMAT. Mrs Wightman also attends half termly meetings organised by SAP to be part of the Panel who moderate referrals to the SAP Counselling service – this is a new service provided by them. Funding comes from the Family Network fund for supply cover.

As a school, we remain focused on our work on EHWB. We want to provide our children with the best tools in order to have positive mental health so we continue to have dedicated days each term to promote Emotional Health and Well-Being. During lockdown, when school was closed to the majority of pupils, staff throughout school took part in training to support the EHWB of children and their families. This training has continued since we returned to school in September. Staff have offered emotional support for transition from home to school. This support was well received and had a positive impact. Questionnaires show the majority of our children are feeling happy and safe in school. Feedback from families on the measures in place have been positive.

Provision is in place to support pupils Emotional Health and Well-Being. Identified pupils are supported by staff – whether this be regular check ins or intervention to support a range of emotional needs. Class Teachers and Teaching Assistants have provided identified pupils with nurture support during unstructured times of the school day. Referrals have also been made to the Healthy Families Team to provide specific specialised 1-1 work for pupils. Next term, Mrs Stevenson will receive ELSA training to provide bespoke intervention for identified pupils. Mrs Stevenson and Mrs Wightman meet regularly to discuss pupils throughout school and to plan next steps. Mrs Wightman has continued to update staff with current EHWB information and resources to enable all staff to effectively support their pupils. We continue to have at least termly dedicated EHWB staff meetings which also covers staff EHWB and strategies to support staff.