



St Patrick's Catholic Primary School

SEND Information Report 2019-20



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What makes this school special?

St Patrick's Catholic Primary School, a Voluntary Academy is a Catholic mainstream primary school and is part of the Our Lady of Lourdes Academy Trust, formerly the All Saints' Family of Schools. St Patrick's Catholic Primary is committed to inclusion and is respected in the community for an ethos in which we see all of our children as unique individuals and work collaboratively to enable each child to achieve their full potential, whatever their ability or specific needs; providing a broad and balanced curriculum which incorporates equal opportunities for all children.

How will this school know if my child needs extra help?

St Patrick's Catholic Primary School recognises that children learn and progress at varied rates and we use a range of teaching strategies and approaches, personalising provision to ensure that the learning needs of all pupils can be met. The identification of pupil's with special education needs follows a graduated approach, beginning with quality first teaching as our first priority. Support is given through the type of task given, differing complexity of task or the resources used. Special educational provision is beyond the differentiation provided by high quality personalised teaching. The provision is additional or different from that made generally for others of the same age.

Progress is closely monitored by the class teacher and, if a child is not making expected progress, support is put in place focusing on the individual's specific needs. This support may be small group or individual work. If further support is needed the class teacher liaises with the SENCO to further personalise support and access outside agencies as necessary. At all times the school works in partnership with parents.

If you have any concerns about your child's progress then you should first speak to your child's class teacher who will seek advice from the SENCO if necessary.

How does this school know that the help it offers is working?

Teacher assessments are completed termly and this is analysed by the class teacher and the Senior Leadership Team. Parents are invited to attend review meetings to discuss the progress of pupil's with special educational needs and to update on the success of any interventions which have been put in place.

Class teachers and Teaching assistants working closely to ensure that progress is made and regularly update each other on an individual child or group's progress in order to adjust their planning accordingly. The SENCO works closely with class teachers to ensure a detailed provision map is in place (where needed) and this is reviewed each term after analysis of progress with parents and outside agencies where appropriate.

The governors receive a termly update to report on practice and provision within school and the named SEN Governor meets annually with the SENCO to review the previous year and discuss areas for development. Each year, the SENCO produces an SEND action plan detailing successes and areas for development for the forthcoming year.

How will this school support my child?

In each lesson, children receive feedback on their successes and next steps, this may be through marking or the children may be verbally given feedback. Teachers and Teaching Assistants regularly update each other on the progress of individual children and groups. All children are also encouraged to self-assess their own work and evaluate how they feel they have met the learning intention in some lessons. Peer-assessment may also be completed when evaluating learning.

At St Patrick's Catholic Primary School, we have an open door policy and encourage strong home-school links. Therefore we welcome parents to discuss any concerns or strategies that can support their child with their child's class teacher throughout the school year.

Teacher assessments are completed termly and this is analysed by the class teacher and the Senior Leadership Team. Parents are invited to attend review meetings to discuss the progress of pupil's with special educational needs and to update on the success of any interventions which have been put in place. Successes will be discussed, as well as next step targets. Parents will be advised of any activities that they can do at home to support their children. A Home/school book may be in place to support individual children and their families.

At St Patrick's Catholic Primary School, we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*, working in partnership with parents and acquiring specialist support where needed. All children receive 'Quality first teaching' with a differentiated curriculum according to pupil's needs.

Targeted interventions may take place for individuals to help close the gap between a child with special educational needs and their peers. A provision map may be in place, detailing the personalised provision for that child.

All pupils on the SEND Support register have a Pupil Passport which outlines the child's strengths and areas of difficulty, with specific interventions identified and outcomes to be achieved. This enables children to have a voice in relation to their curriculum.

St Patrick's Catholic Primary School is an inclusive school which adapts its environment to meet individual's needs. We have a creative curriculum throughout school which is taught through topics. A differentiation curriculum, with conscious regard to the particular learning needs, is in place in each class. There is targeted support for groups or individuals working alongside the rest of the class. This may be individual or small group support separate to the provision within the classroom. This may be measured using a baseline assessment before work begins and a follow up assessment after a set period, if deemed appropriate.

Who makes the decision about how much support my child will receive?

Teachers attend termly progress meetings to discuss the needs of all individuals in the class and support is allocated according to need. If it is felt a child needs increasing support, the SENCO may discuss this with the Family of schools and additional funding may be given in accordance with agreed criteria for Nottinghamshire Schools.

How will my child be included in activities outside of the classroom?

We want all our pupils to benefit from the education we offer. Children with special educational needs have access to all extra-curricular activities as offered to all children. For example: Residential, lunch time clubs, after school clubs, etc. Where it is beneficial for a parent to participate alongside their child on school trips and visits, we will approach the parent at the planning stage. Nurture support is available at playtimes and fun fit is available for children who require it.

Medicines are administered in line with our school policy; there is a medical care plan in place for all children identified as needing this. Personal care is provided also in line with our school policy.

What can this school offer for the wellbeing of my child?

We want all our pupils to feel happy whilst our school. Teaching Assistants run interventions based on identified needs such as building self-esteem, social skills, developing friendships and anger management. Nurture support is available at playtimes.

Meet the SENCO!

Mrs Alexa Wightman is the school's SENCO and she can be contacted via the school office – 01623 478090.

What training have staff at this school had to be able to support my child?

A range of training has taken place as a whole school and as individuals. We work closely with specialist services who train, guide and advise us, so that we deliver the best support for a child with SEND. During 2018-19, the following training has taken place:

- CRB (previously known as MAPA) training
- EAL Network meetings
- R4S – Ready for Secondary school
- Designated Person for Safeguarding
- E-Safety awareness
- Safeguarding training for all staff
- FGM and Child Sexual Exploitation
- GDPR
- Children missing from education
- What's new in Safeguarding children
- Managing allegations
- The Statutory Role of the Designated Teacher for Looked After and Previously Looked After Children and Young People
- Safer recruitment
- Fire safety awareness
- Paediatric First Aid
- Pre-Key Stage Standards for pupils working below the national curriculum level
- Termly EAL Network meetings
- CAMHS twilights covering a range of EHWB
- Bereavement and Loss Training
- Executive functioning

- Training to take place this academic year (2019-20) includes:
 - Safeguarding training for all staff
 - Designated Person for Safeguarding
 - E-Safety awareness
 - GDPR
 - Contextual Safeguarding
 - Working together to safeguard children
 - Designated Lead Focus group meetings
 - First aid
 - Anaphylaxis and Use of Epipen
 - CRB (previously known as MAPA) training
 - Staff meeting training on EHWB

What specialist services and expertise are available to this school.... Who can help us?

- Currently being accessed:
- Schools and Family Services (accessed through the family Springboard process)
- Educational Psychology Service (accessed through the family Springboard process)
- Physical Disability Specialist Services (PDSS)
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- CAHMS – Emotional Health and Well-being Service
- Small Steps Service
- Healthy Families Team
- Social Services
- WAM
- Sherwood Area Partnership

The school has access to a range of agencies through the Family Springboard process and Targeted Support.

Signposting to these organisations and services is mainly organised by the SENCO and Mrs Frost (our Family liaison coordinator) who work closely with other organisations, including the Healthy Families Team. We have very positive home/school links and we are able to signpost parents to organisations such as Sure Start, Small Steps and APTCOO.

How accessible is the environment at this school?

Part of the school budget is allocated to equipment and facilities to support pupils with special educational needs. The school is fully wheelchair accessible.

Specialist equipment is accessed through the Physical Disability Specialist and Occupational Health Services.

The school had a Disability Access Audit in March 2019 with very positive feedback. The Accessibility Plan can be found on our website.

How can I be involved in my child's education? How will I know what's happening?

At St Patrick's Catholic Primary School, we recognise the vital and pivotal role that parents play in the education of their children and we strive to work in partnership. Parents are invited to their child's termly review, to discuss their provision, progress and outcomes for the next period of time.

Parents are welcomed in to school to discuss progress and/or specific needs with the class teacher.

How will my child be involved in their education?

Regular daily discussions take place between pupils and their class teacher and teaching assistant.

Prior to a review meeting with parents, children will be invited to discuss what has worked well for them and how they feel about their education. Depending on the age and need of the pupil, this will be recorded in different ways.

Meet the SEN Governor!

There are a wide range of governor training opportunities both in and out of school. Mrs Keay, as our SEND link governor, accesses information available from outside agencies. She also works with the SENCO during monitoring visits about different agencies the school may be involved with however individual pupils will not be discussed.

How does this school help pupils starting school and moving on?

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. See Admissions policy for more information.

Robust transition arrangements are in place to ensure a smooth transition. Teachers meet to share academic and well-being information with the new class teacher. The children all have an opportunity to meet their new teacher and to be in their new classroom during the planned transition day in the Summer term. Additional transition arrangements may be in place for identified pupils.

Transition to Secondary School is carefully planned and personalised through close liaison with the Secondary SENCO and is tailored to meet an individual's specific needs. Additional funding (Transition funding) may be accessed to ensure smooth transition between Primary and Secondary school.

Our ethos is to provide pupils with life-skills from the moment their education begins. These are taught discreetly through our curriculum, rewards, roles and responsibilities.

Pupils in Year 6 take part in the DARE programme.