

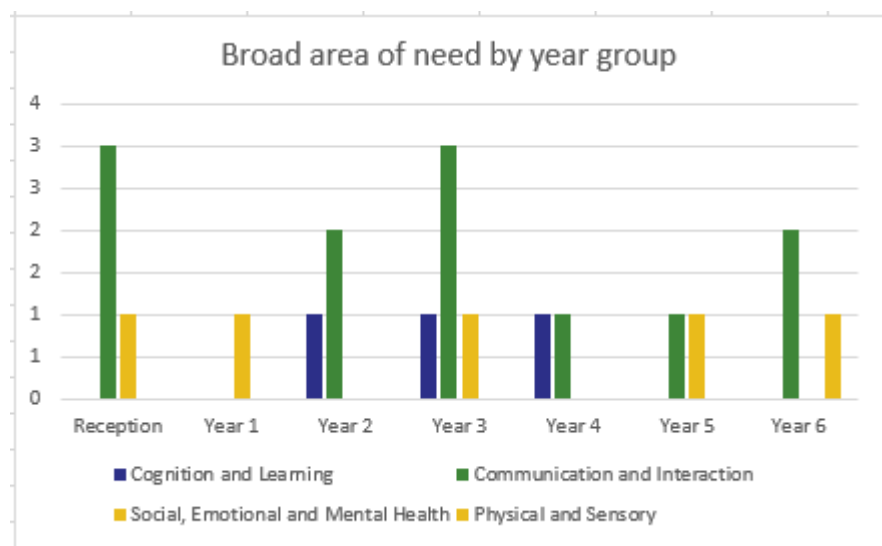
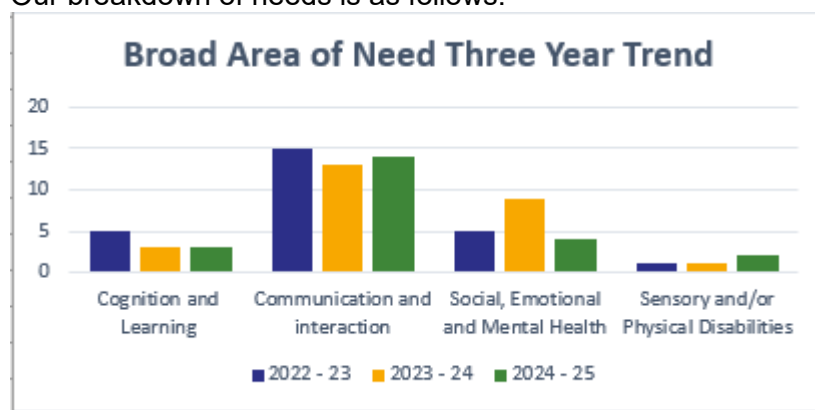
SEN Information Report Questions for Nottinghamshire

1. What kinds of special educational needs does the school/setting make provision for?

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. The four broad areas of needs are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health needs
- Sensory and/or physical needs

Our breakdown of needs is as follows:



2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

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,

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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 scaffolding, 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.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

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 and provision that has 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 support plan is in place 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 a SEND action plan detailing successes and areas for development for the forthcoming year.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

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.

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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 and provision that has 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.

c) What is the school's approach to teaching pupils with special educational needs?

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 an adapted curriculum according to pupil's needs. This could be through the use of scaffolds, physical resources, concentration aids, sensory breaks, regulation support or energy account work to support children in their learning.

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.

We have a small Enhanced Provision setting to support pupils with high level SEND to ensure an inclusive environment for all.

d) How will the curriculum and learning be matched to my child/young person's needs?

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. There is targeted support for groups or individuals and scaffolds are used to support children when 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.

e) How are decisions made about the type and amount of support my child/young person will receive?

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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.

f) How will my child/young person be included in activities outside the classroom, including school trips?

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: Residentials, 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.

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.

g) What support will there be for my child/young person's overall wellbeing?

We want all our pupils to feel happy whilst at school. Teaching Assistants run interventions based on identified needs such as building self-esteem, social skills, developing friendships and anger management. We also have a trained ELSA in school working with individual children on their specific needs. We have a Well-being team in school and children in each class have nominated well-being ambassadors.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Mrs Alexa Wightman is the school's SENCO and she can be contacted via the school office – 01623 478090 or at senco@st-patricksrc.notts.sch.uk.

5. a) What training have staff supporting special educational needs had and what is planned?

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 2024-25, the following training has taken place:

- Safeguarding training for all staff – Keeping children safe in Education 2024
- Safeguarding training for all staff – Safeguarding and Child Protection
- GDPR
- Designated Person for Safeguarding
- Phonics – Little Wandle
- Anaphylaxis and Use of EpiPen
- Dyslexia and The Dyslexia Toolkit

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- Intensive interaction
- B squared
- Supporting pupils with SEND in the classroom
- E-Safety awareness
- Making sense of Autism
- Solihull Approach
- Precision teaching
- Sensory processing
- Enhanced provision
- Building Relational Schools
- Makaton
- Concerning Behaviours Level 1 and Level 2
- Diabetes
- The role of the key person
- Subject adaptations and quality first teaching

Training to take place 2025-26 academic year includes:

- Safeguarding training for all staff – Keeping children safe in Education 2024
- Safeguarding training for all staff – Safeguarding and Child Protection
- GDPR
- Designated Person for Safeguarding
- Anaphylaxis and Use of EpiPen
- Dyslexia and The Dyslexia Toolkit – next steps
- Intensive interaction
- E-Safety awareness
- Precision teaching
- Building Relational Schools

b) What specialist services and expertise are available or accessed by the setting/school?

- 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
- Neurodevelopment Support Team
- Healthy Families Team
- Social Services
- Sherwood Area Partnership

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

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6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

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 Accessibility Plan can be found on our website.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

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.

8. What are the arrangements for consulting young people with SEN and involving them 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.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

Firstly, we would like you to work with your child's class teacher and/or SENCO in order to discuss your concerns and so that we can update you regularly on the progress of your child and update on the provision in place. We will ensure regular dialogue between school and home until the issue is successfully resolved. The Head teacher may be involved in order to monitor how the concern is being acted upon. If, although regular updates are in place, on the rare occasion you feel unsatisfied, you can list your complaint with the school Governors and follow the formal part of the procedures which are set out in the School Complaint Policy.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary

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organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

There are a wide range of governor training opportunities both in and out of school. Mrs McGranaghan, 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.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

This is mainly organised by the SENCO who works closely with other organisations. We have very positive home/school links and we are able to signpost parents to organisations such as Healthy Families Team, Family Hub Network and Neurodevelopment Support Team.

Our Family Support Worker, Mrs Brizzolara, is also able to signpost support for families.

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

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.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

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 Pentecost 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.

iii) Prepare for adulthood and independent living?

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.

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Pupils in Year 6 take part in the DARE programme.

13. Where can I access further information?

Please see the school's SEND policy for more information. Click [here](#).

Further information on local services and support for children and young people with special educational needs and disabilities can also be found [here](#).