



St. Patrick's Catholic Primary
School

We follow in Christ's footsteps



SEND Report - 2022/2023

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SEND

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St. Patrick's Catholic Primary School – SEN Information Report 2022-2023

SENDCo – Judith Clish

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St. Patrick's Catholic Primary School, (part of the Bishop Wilkinson Education Trust) is a maintained mainstream school for students from the ages of 3 to 11 years. The school caters for students with a range of additional educational needs.

As part of the Children and Families Act 2014, all schools are required to provide a Special Educational Needs and Disability (SEND) Information Report to parents. This report details how the school can support children and young people with Special Educational

Needs and/or Disabilities and should be read in conjunction with the SEND Policy.

At St. Patrick's Catholic Primary School, we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care, and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We pay close regard to the key principles of inclusive education:

- Setting suitable learning challenges.
- Responding to students' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.
- Raising awareness of additional needs and creating an inclusive learning environment throughout St. Patrick's Catholic Primary School

Admission arrangements for students with SEND

St. Patrick's Catholic Primary School caters for students of all abilities, including those with identified learning difficulties and disabilities. If you would like your child to attend St. Patrick's Catholic Primary School you should discuss the suitability of St. Patrick's Catholic Primary School as a primary placement with their current nursery setting and participate in a review with any professionals who work with your child. At the review meeting, should your child already be placed on the SEND Register, yourself and the professionals involved will discuss possible next steps or you may wish to contact the SEN department of your local authority. They will then advise you on what steps should be taken. The local authority will signpost parents to schools that can meet the needs of their child.

Parents/carers are welcome to visit St. Patrick's Catholic Primary School, and this is especially important before making a decision about a placement. If you make a decision about the school you would like your child to attend, you should inform the Local Authority of your first choice of school. Once

the placement is agreed, we will work with you to support your child during the transition period.

For further information, please visit our School Admissions Policy and SEND policy located on our website.

Further advice and information is available from our SENDCo, Judith Clish, on 01207 570316 or by e-mail at jclish@stpd.bwcet.com or email stpd@stpd.bwcet.com.

The kinds of special educational needs for which provision is made at the school

St. Patrick's Catholic Primary School is a mainstream school catering for students of all abilities from Reception to Year 6, including those with special educational needs and disabilities. St. Patrick's Catholic Primary School currently provides support for students with a great range of special educational needs (SEN) and disabilities including physical disability, autism,

speech and language needs, specific learning difficulties (dyspraxia, dyslexia etc), global moderate learning difficulties, visual and hearing impairments and social and emotional needs. We believe in the potential of all our students and we strive to ensure that every student is successful in achieving their own personal goals.

At St. Patrick's Catholic Primary School, we utilise a 4 Wave system of provision for students with SEND. The rationale for this is that the vast majority of students with additional needs can effectively be supported by Quality First Teaching (QFT) with adapted strategies to their provision in lessons and/or across the school site. We refer to this as Wave 1.



This inclusive approach is designed to support needs (diagnosed and undiagnosed) at the earliest possible opportunity and ensure that the limited resources available, for targeted intervention (Wave 2) and

intense support (Wave 3), are able to be effectively deployed and monitored.

The nature of a wave system is that students can, and should, move up and down levels of provision according to their needs at any given time. Our ultimate intention is to identify needs, put effective provision in place and monitor progress to ensure that all young people are accessing the broadest and most balanced curriculum.

Identification and assessment of students with special educational needs

The school SEND policy and the arrangements to support students with SEN are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014. The SEND policy is available on our school website.

All students follow a broad, balanced curriculum that is appropriate to their age and stage of development

which is personalised to take into account their needs and abilities.

Identification of special educational needs for new students transferring from home or nursery is carried out through routine data collection, nursery visits, school taster sessions, outside agencies and parents/carers transition meetings.

Baseline assessments are carried out across the initial half term in Reception and any concerns are discussed with SENDCo and parents/carers and provision is targeted appropriately under our Wave System. Where necessary, outside agencies will be contacted to carry out further assessment or offer advice and support.

The School is aware that needs may change over time and that additional needs may be identified in the context of school which did not present themselves in the much smaller setting of a home/nursery.

Concerns about a student having SEND can be raised by any member of staff, any parent/carer or students themselves. Any concerns regarding students with

special educational needs are made directly to the SENDCo. An initial analysis will be made and, if required, may lead to further specialist assessment before a decision regarding additional support is made. The students will be added to the schools SEND register and parents/carers/staff will be fully informed of any decisions made.

Assessment is a continuing process that can identify students who may have special educational needs. This is closely monitored. The school will measure children's progress by referring to:

- Baseline assessments in EYFS
- PIRA and PUMA termly assessments in reading, writing and mathematics
- Termly teacher assessment
- Evidence from teacher and HL/TA observation and assessment.
- Their performance compared to peers who have a similar prior attainment
- Their progress against targets
- SATs
- Books and homework.

Provision for students with special educational needs (whether or not they have a EHC plan)

Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Head Teacher, SENDCo, teachers, teaching assistants and all other members of staff have important responsibilities.

All teachers are teachers of students with special educational needs and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all students' (Teachers' Standards 2012).

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision should they

have a significant gap to their peers in one of the **4 broad areas of need**.

- **Cognition and Learning**
- **Communication and Interaction**
- **Physical/Sensory**
- **Social, Emotional, Mental Health**

Our classroom teachers are responsible for SEND provision within the classroom and for providing Wave 1 - Quality First Teaching. This is the first and most important step in providing an appropriately differentiated, personalised and inclusive curriculum, and ensuring each child is recognised as an individual. We ensure that students with additional needs are supported through targeted use of Reasonable Adjustments to support curriculum access, additional and/or different teaching and learning approaches, as well as intervention strategies. Class teachers retain responsibility for the progress of individuals and are at the centre of planning SEND provision with the SENDCo and any specialist staff involved with the child or young person.

Effectiveness of the school's provision for SEND students is evaluated through:

- Use of assessment data, lesson observations, case studies, book scrutiny and staff liaison to measure progress in the classroom
- Senior leadership (SLT) monitoring and evaluation procedures
- Discussion with teachers
- Pupil voice
- Parental consultation and feedback.

Assessing and reviewing the progress of students with special educational needs

- Progress is closely monitored through the school's termly tracking. For students with SEND, these are analysed alongside the termly review of their Individual Pupil Plan and/or SEN Support Plan. Should further intervention be required, this will be addressed and pupils will move up or down through the 4 Wave system appropriately. Any students failing to make expected progress will be discussed during our termly pupil progress meetings and intervention sessions/support agreed-upon on an individual basis.
- This process enables students' placement on the register to be fluid and based on

progress/regression in relation to the broad areas of need. Additional support can be allocated or withdrawn based on individual circumstances. Any student movement across the 4 Wave system will be shared systematically with staff and parents at this point. Where a student is believed to require transitioning to/from Wave 3 (SENK) parents will be formally consulted in line with the Graduated Approach.

- All students' progress is continuously monitored by teaching staff in individual classes using their monitoring systems, classwork and homework.
- Additional termly SEND Parents evenings/consultations are held for those students on Wave 3 and 4 of the SEND Register. This provides parents/carers a formal Interim Review opportunity to meet the SENDCo and review students' SMART targets associated with their SEN Support Plans.
- Before the commencement of the Autumn Term, parents/carers of all children entering St. Patrick's on SENK (Wave 3) or with an EHCP (Wave 4) are contacted by the SENDCo to plan individual transition. A follow-up meeting is arranged during the first half of the autumn term to assess how the child has settled and adjust provision in response to this.
- Annual Reviews of Education Health Care Plans

(EHC plans) are calendared in accordance with Local Authority allocation. Parents, carers and professionals are invited to attend the Annual Review meeting to discuss progress and to be involved in target setting and agreeing upon appropriate intervention strategies to help the students both in school and at home. All relevant teaching staff are asked for feedback on the students which is sent out to parents before the review. Every student is offered the opportunity to express their opinion and views are taken into consideration. Students are encouraged to contribute, where possible, in the decision-making process including setting targets.

Approach to teaching students with special educational needs

- All teachers differentiate work to match the needs of all students in their class in order to enable them to access the curriculum more successfully. They employ a range of creative strategies to engage learners in all areas of the curriculum.
- When a student has been identified as having SEND, we will take action to remove barriers to learning and put effective specialist provision in place. Recommendations and strategies to enable access to the curriculum are made by the SENDCo.
- Information on individual students and their

individual needs is systematically provided to all relevant staff in the form of Individual Pupil Profiles.

- A range of intervention programmes run across the school to support our pupils with additional needs.

Adaptation of the curriculum and learning environment for students with special educational needs

Teaching - differentiation of resources and learning materials by the subject teacher with the support from the SENDCo/HLTA/TAs where needed.

In-class support - a team of TA/HLTAs offer in-class support to identified students or groups of students across the range of subjects and abilities.

One-to-one and small group intervention - intervention programmes designed to support students attainment are specifically aimed at students who are

working significantly below the expected level based on age-related expectations.

Specialist equipment – any appropriate specialist equipment may be provided for the students for example, handwriting pen, sloping writing board etc.

Assistive technology - Accessed through the relevant agency, students who require assistive technology have access to it for all relevant parts of the school day.

Physical environments – although an older building, we do everything in our power to reduce accessibility restrictions and allow equal access. Accessible toilets are available across the school building. A lift is available to allow access to the first floor.

Additional support available to students with special educational needs

- Provision is allocated according to need and

follows the 'Assess Plan Do and Review' process laid down in the revised Code of Practice 2014.

- In-class support
- Daily 1 to 1 reading programmes
- Reading/spelling/maths/social skills intervention sessions

- Daily energy release sessions
- Small group work
- Forest School
- Lego Therapy
- Support for SATs (access arrangements)
- Lunchtime clubs (targeted)
- After school clubs to encourage social interaction and exercise
- Internal assessments - teaching staff have the flexibility to make arrangements as appropriate to students in their classes during assessments
- Outside Agencies -the SENDCo has close links with outside agencies such as the Educational Psychology Service, Hearing Impairment, Visual Impairment, Occupational Therapists, Speech and Language, Autism and Social Communication Team, CAMHS, Cognition and Learning
- 1 to 1 before school (sight words, telling the time, reading and help with work)
- School in house counselling and well-being support

Further in school support available for improving the social and emotional development of students with special educational needs comes from:

- SLT and SENCo
- School Counsellor
- Playground Pals (peer support)
- School First Aider
- Educational Psychologist

Referrals can be made to these agencies as and when the need arises:

- Educational Psychology (EP)
- Children and Young People's Service (CYPS)
- CAMHS (Children and Adolescent Mental Health Service)
- Cognition and Learning Team
- Autism and Social Communication team
- Emotional Well-Being Team (EWT)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- School Nurse Service
- Social Services

All staff have completed the schools safeguarding and child protection training. To continue professional development, teaching staff, the SENDCo and/or TAs

attend additional training depending on the subject and areas of responsibility. The SENDCo also provides training for CPD.

Arrangements for consulting parents of children with special educational needs about- and involving such parents in- the education of their child

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be encouraged to play an active and valued role in their child's education. Parents and carers will be regularly updated on their child's progress within school, and information on their child's SEND progress. Parents and carers can request a meeting at any time and have direct access to the SENDCo via telephone, email or making an appointment at reception.

Arrangements for consulting students with special educational needs about- and involving them in-their education

Young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help they would like to assist them to make the most of their education will be elicited. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

- Students' views are gathered for all reviews, Education Health Care Plan or otherwise.
- Students regularly work with their teachers/TAs to review progress across subject areas and to set targets.
- Students accessing intervention are routinely consulted at the start, during and at the end of intervention.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition to Reception at St. Patrick's, across the key stages and onto secondary provision, the students and parents/carers will be fully involved in

the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

The Reception staff visit all feeder nurseries or homes, and where there are those with particular Special Needs, meetings can be arranged with their existing teachers and/or parents to facilitate a smooth transition.

Additional transition visits are organised for small groups/individuals to familiarise students with the buildings, routines, school lunch hall, staff etc to help reduce anxieties.

For those in Year 6, staff work closely with the secondary settings our pupils are moving to and facilitate a smooth transition. Our SENDCo works closely with the SENDCos in feeder nurseries and at local secondaries to ensure correct provision is made for those with additional needs, on an individual basis.

In the event of a complaint from parents/carers of students with special educational needs concerning provision made at school

- The first point of contact would be the SENDCo- Judith Clish 01207 570316, jclish@stpd.bwcet.com
- Initially an attempt will be made to resolve a complaint about SEN provision at school level. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The governing body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authorities commissioned independent disagreement resolution service.
- Parents/carers can get support from **Durham Special Educational Needs Information Advice Service (SENDIAS)** <https://durhamsendiass.info/>

Durham's Local Offer

<https://www.durham.gov.uk/localoffer>