

# St Patrick's Catholic Primary School



## Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)

### SEND Information Report 2022 - 23

Welcome to our SEND information report which is part of the Waltham Forest Local Offer for learners with Special Educational Needs and/or Disabilities (SEND). The information published in this document will be updated annually and, as changes occur during the year, the information will be updated accordingly. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

St Patrick's Catholic Primary School provides fully inclusive mainstream primary provision. We strive to ensure that all pupils achieve their potential spiritually, academically, physically, personally, socially and emotionally excelling in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Listed below are the ways in which our school ensures that it identifies and supports our pupils with SEND in order that they can realise their potential. We are continually developing new skills, resources and techniques to ensure our provision meets the latest legislation and the changing requirements of our pupils.

St Patrick's Catholic Primary School offers provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health needs as well as sensory or physical needs.

#### Assessment and provision:

##### How do we identify and assess pupils with SEND?

At different times in their school life a child or a young person may have a special educational need. The Code of Practice uses this definition:

*A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*(a) Have a significantly greater difficulty in learning than the majority of others the same age: or*

*(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The progress of all our children is closely monitored. Staff are continually assessing and evaluating the impact of their teaching through ongoing assessment. Termly pupil progress reviews are held between the class teacher and members of the Senior Leadership Team (SLT) during which the attainment and progress of all pupils within the class are discussed. If a child appears to be having difficulties with learning, the class teacher will identify the possible barriers and put in place strategies and interventions to remove or reduce the level of impact of these barriers and plan the next steps in learning for the child. The class teacher will raise any concerns he/she has about individual children with the SENCo who will support with the identification of barriers to learning, suggest strategies to remove these barriers and signpost further resources.

## Assessing and reviewing the progress of SEND pupils

Parents/carers will be kept informed about their child's progress and any concerns the class teacher has will be shared with parents/carers at the earliest opportunity. Parents will be kept informed of the support that their child is receiving in school. Parents are also encouraged to share any concerns they might have with the class teacher.

The child's progress will continue to be monitored termly. If insufficient progress is made and concerns remain, then the child may need specific support from the school (SEND support). This support takes on a variety of forms depending on the specific needs of the child. In the SEND Code of Practice 2015, Pupils' Special Educational Needs are categorised as follows:

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

Children receiving SEND support will have an SEN Support Plan which includes a One Page Profile and SMART targets matched to their needs. Targets will be reviewed regularly by the child, the teacher and the parent, and, where necessary, the SENCo.

It may also be necessary to involve outside agencies to carry out further assessments to identify the strengths and areas for development for the child. Any recommendations made by outside agencies are incorporated into the child's SEN Support Plan and the child's targets will relate to these. Parental consent will always be sought before external professionals are consulted.

Children who have significant difficulties and complex needs may have an Education, Health and Care Plan (EHC Plan). This is a statutory document which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.

The above process also applies to a Looked After Child (LAC) with SEND. However, in addition social workers and the Virtual School would also be involved in the planning and review process and targets will be included on the child's PEP (Personal Education Plan).

### Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments are made in order for them to fully access assessments. This might include additional time, rest breaks or the use of a scribe or technology. School staff will inform parents about eligibility and applications for these arrangements.

## Organisation of the curriculum and support for children with SEND

Teachers at St Patrick's are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account needs and requirements of all pupils. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Academic environments are adapted to meet the learning needs of individual pupils.

At St Patrick's teachers and teaching assistants deliver additional learning programmes to support a variety of needs

- Reading, writing and maths interventions
- Phonics interventions
- Booster groups (Years 5 and 6)
- Language groups
- Social skills groups
- Interventions to promote emotional wellbeing
- Additional 1:1 curriculum support
- Personalised support using strategies such as Precision Teaching to work towards SEN Support Plan targets.

The advice and recommendations provided by outside agencies will also be incorporated into the organisation and adaptation of the curriculum for individual pupils with SEND.

The school runs an enrichment group to support children with high needs to meet their individual outcomes. Within this group there is a high adult to pupil ratio. Children follow a differentiated curriculum which focuses on engagement and the development of skills matched to their individual needs. Class teachers and staff within the

enrichment group liaise closely to ensure that children join their classes for subjects and activities that they are able to access with an appropriate level of adult support.

## Monitoring the effectiveness of provision for SEND pupils

Monitoring progress is an integral part of teaching and learning at St Patrick's Catholic Primary School. An "assess, plan, do, review" model is followed and children, parents/carers, teaching and support staff are directly involved in reviewing progress. Progress and next steps are discussed at termly SEN Support review meetings. If a learner has an Educational Health and Care Plan (EHC plan), the same regular reviews take place and in addition an annual person-centred review (PCR) is held.

The attainment and progress data for all learners is collated and analysed annually. School data and standards are monitored by the Governors as well as the Local Authority and Ofsted.

The impact of interventions is monitored through analysis of assessment data and in some cases specific pre- and post- intervention data.

## Emotional and social development

Strategies to support the development of pupils' social skills and enhance self-esteem:

At St Patrick's Catholic Primary School strategies are implemented to reduce anxiety, lessen the negative emotional impact of pupils' personal experiences (e.g. bereavement, family difficulties) and promote emotional wellbeing.

In addition to class based support, the following interventions are available for targeted pupils:

- Strategies to support/modify behaviour – individual behaviour plans. Please see the Behaviour Policy for further information.
- Support/supervision at unstructured times of the day e.g. play times and lunch times
- Planned interventions such as social skills groups
- Play Therapy
- Emotional Literacy Support

## Partnerships with External Agencies

What external support does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- School Nurse
- Educational Psychology Service
- BACME – Behaviour and Children Missing from Education (Previously the Social Inclusion Service and Education Welfare Service)
- Waltham Forest SEND Service (previously known as the Disability Enablement Service (DES))
- SEND Success – previously Whitefield Outreach Support
- Play Therapist
- Speech and Language Therapy
- Occupational Therapy/ Physiotherapy

## Reviewing Provision and Developing Expertise of Staff

How skilled are school staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

The induction programme for new staff and rigorous performance management processes help to identify the training needs of staff.

The SENCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

Outside agencies provide training and coaching to members of staff working closest with pupils with specific needs.

## Accessibility

St Patrick's Catholic Primary School endeavours to be a fully inclusive school. The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice (2015). In accordance with the Special Educational Needs and Disability Act 2001 and the SEND Code of Practice 2015 there is no discrimination against disabled children. 85% of the school premises is fully accessible to wheelchair users. We also fully support access to strategies and programmes to meet occupational/physiotherapy needs.

## Transition

How will the school help my child move to a new class / year group or to a different school?

Transition is a part of life for all learners. This can be transition to our Nursery/Reception class, a new class in school, having a new teacher, moving to St Patrick's from another school, or moving on to another school. Planning for successful transition in partnership with children, families and other providers forms an important part of our provision for learners with SEND, in order to reduce anxiety and concerns around "moving on".

### When joining St. Patrick's:

**Early Years** – The Phase Leader, SENCo and class teacher liaises with parents, the SENCo of current settings (Pre-schools and Nurseries) and other professionals as appropriate to ensure that information about special arrangements and support is shared. Pre-visits and home visits may be carried out and, where necessary, personalised transition plans are implemented.

**Mid-phase admissions** – A member of staff will meet with parents and if necessary the SENCo will liaise with the SENCo of the current setting to ensure that information about special arrangements and support is shared. The class teacher will be fully informed of any special needs and the provision required. Please refer to the Mid-Phase Admissions Policy for further information.

### When moving to another school:

The destination school's SENCo is contacted and information about any special arrangements and support that has been in place is shared. Records are passed on promptly.

### When moving classes in school:

Information sharing meetings take place with the new and existing teachers. Opportunities for pupils to visit the new class and teacher are planned.

### Year 6-7 transition:

The SENCo and/or class teacher will discuss the specific needs of individual children and the nature and level of support the child has received with staff from the new Secondary School. In some cases, additional multi-agency meetings may be arranged to create a detailed "transition" plan. This may include additional visits to the new school and/or additional visits from the new school.

## Extra-curricular activities

How do we enable children with SEND to have access to extra-curricular activities?

At St Patrick's Primary School we believe all learners are entitled to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all. We offer a range of clubs and activities after school, during lunch time and during the school holidays. We also run daily breakfast and after school clubs. Risk assessments are carried out and reasonable adjustments are made to ensure all pupils are able to participate in extra-curricular activities.

Our trained sports professionals will ensure differentiated activities for pupils with SEND and changes are made as necessary in order to accommodate children with a specific requirement.

Please contact us if your child has any specific requirements for extra-curricular activities.

## Information and Guidance:

### Who should I contact to discuss the concerns or needs of my child?

In the first instance, any concerns relating to a child's needs should be discussed with the child's class teacher. If parents would like to arrange a meeting, they should make an appointment either directly with the teacher or via the school office. If parents are still concerned they can make an appointment to speak to the SENCo. Finally, if they still feel their concern has not been addressed, then an appointment should be made with the Head Teacher.

### Who should I contact if I have concerns or questions about the service provided?

- In the first instance, parents should talk to their child's class teacher. After that, if they continue to have concerns, they can talk to the SENCo who would be happy to help.
- If, after meeting with the SENCo, parents are still dissatisfied, they should make an appointment to see the Head Teacher.
- If parents, after meeting the Head Teacher, feel that the situation is still unresolved, the school Complaints Policy will advise how to proceed.

<b>Class Teacher</b>	Class teachers are responsible for: <ul style="list-style-type: none"><li>• Delivering, adapting and refining the curriculum to respond to strengths and needs of all pupils.</li><li>• Monitoring the needs and progress of each child in the class and identifying, planning and ensuring delivery of any additional support.</li><li>• Writing individual education plans which prioritise and focus on the next steps required for SEND children to improve learning.</li><li>• Liaising with parents/carers, the SENCo and other professionals to ensure the needs of the children are met.</li></ul>
<b>SENCo</b> Mrs Tracey Mullett	The SENCo is responsible for applying the school's SEND policy. If you have concerns about your child's needs you should speak to your child's class teacher in the first instance. In the event that you would like to discuss your concerns with the SENCo, Mrs Vasconcellos can be contacted via the school office on 0208 509 4321. The SENCo is responsible for: <ul style="list-style-type: none"><li>• Ensuring the school meets statutory requirements</li><li>• Coordinating provision for children with SEND and developing the school's SEND policy</li><li>• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties</li><li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li><li>• Ensuring that parents are:<ul style="list-style-type: none"><li>- Involved in supporting their child's learning and access</li><li>- Kept informed about the range and level of support offered to their child</li><li>- Included in reviewing their child's progress and provision</li><li>- Consulted about planning successful movement (transition) to a new class or school</li></ul></li></ul>
<b>Head Teacher</b> Mr Ruslan Protsiv	The Head Teacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND.
<b>SEND Governor</b> Ms Jacqueline Courtney	The Link Governor for Inclusion is responsible for monitoring the overall provision for pupils with SEND, and the support they receive in order to access the curriculum and to participate fully in the life of the school. The link governor for inclusion is a link between the governing body and the school in relation to pupils with SEND. It is the role of the link governor to help raise awareness of SEND issues at governing body meetings and give up-to-date information on SEND provision within the school. The link governor helps to review the school's policy on provision for pupils with SEND and ensures that parents have confidence in this provision.

Please see the SEND policy for further information.

You can view details of the Waltham Forest Local Offer by visiting their website:

<https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send>