



SEND Information Report 2020-2021

Our Lady and St Patrick's is a mainstream primary academy school within the Plymouth Diocese Catholic and Anglican Schools' Trust (CAST).

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children, whatever their needs or abilities.

The children in our school with SEND have a range of needs; we see each child as an individual and their needs are specific to them.

The Code of Practice (2014) groups these needs under these titles:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction needs
- Sensory and/or Physical needs

Currently the highest areas of SEND in our school are 'Cognition and Learning' and 'Communication and Interaction'.

We carefully monitor the progress of all children in school and listen carefully to the views of pupils and their parents. We work in consultation with parents to decide whether SEN support is required and, with parental agreement, we request further assessments to identify barriers to learning and the nature of a child's difficulties. We use our best endeavours to ensure that parents are included in all aspects of decision making and planning for children with SEND.

Identifying and Assessing Pupils with Special Educational Needs

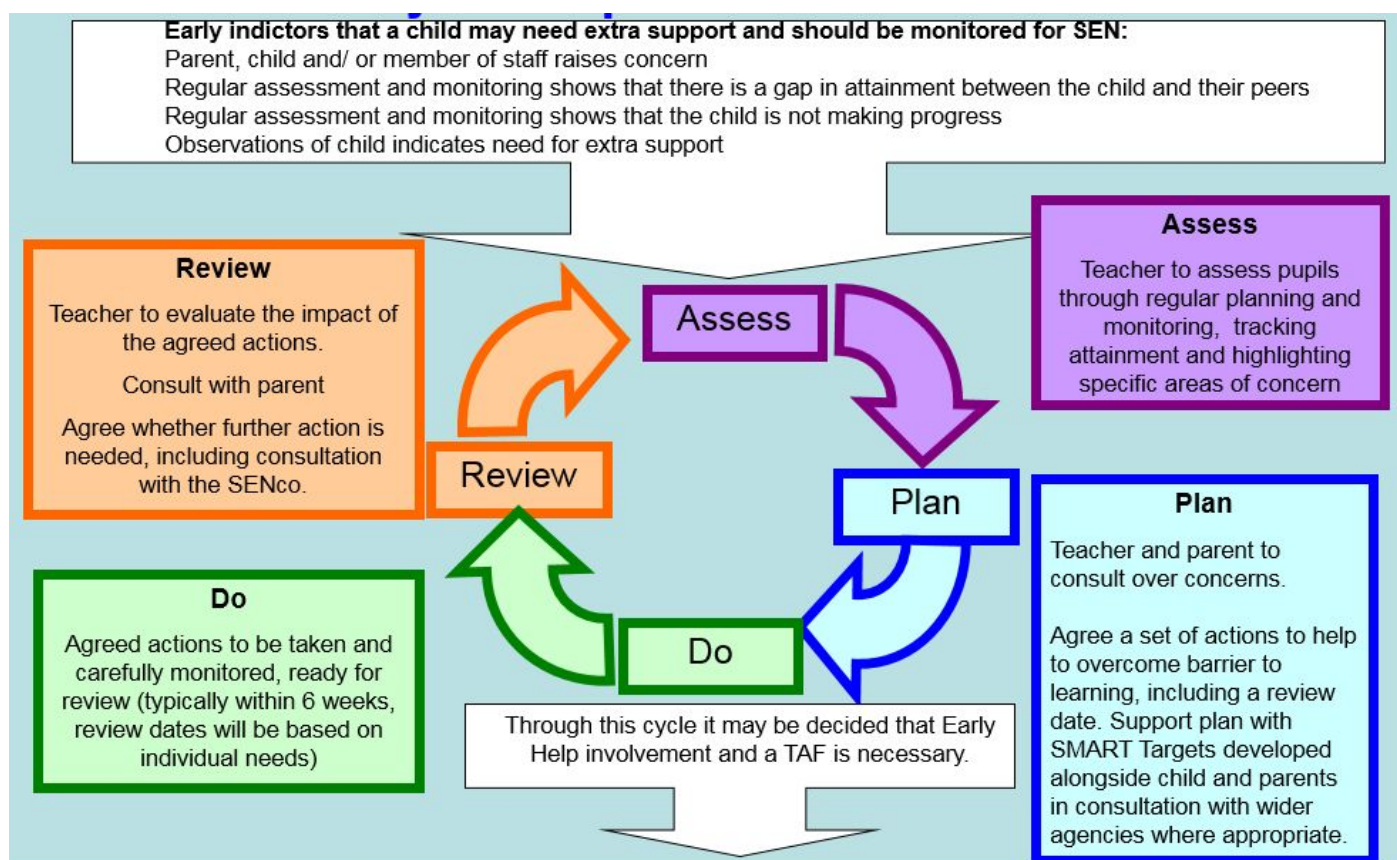
The SENDCo at Our Lady and St Patrick's is Rachel O'Sullivan. She is a qualified and experienced teacher who also belongs to the senior leadership team and works alongside teachers at the school to support children with any level of need or difficulty.

It is the responsibility of each teacher to review and assess the progress of all the pupils in their class. The SENDCo, alongside other members of the senior leadership team, monitors the progress of these pupils during pupil progress meetings with the teachers on at least a termly basis, and ensures that additional provision is put in place for any child that needs it. We will notice that a child is **not making progress** or has a **significantly greater difficulty in learning** than the majority of their class. Concerns may be raised by staff about **difficulties with social interaction or communication**. Parents or professionals may tell us of concerns or difficulties.

Once an educational need is identified the SENDCo will record the child on the SEN register to ensure that their progress and provision can continue to be carefully monitored. This register is updated at least on a termly basis and parents are advised in writing when their child is added or removed from the register. If a child continues to make less than expected progress, the SENDCO will seek further advice and diagnostic assessment from external agencies such as the Speech and Language Service, Specific Learning Difficulties Advisory Teacher and the Educational Psychologist.

If a child and/or their family require further support from Health or Social care an Early Help Assessment (Right for Children) will be completed and a plan will be developed to improve outcomes for the child.

To monitor the progress of our children with SEN we use the graduated approach of: Assess, Plan, Do and Review (SEND Code of Practice, 2014).



Early Help

The **Devon** Early Help Assessment is a tool used by all partners in **Devon** to assess the Early Help needs of a family and individual family members. ... Part of that process may include a Team Around The Family (**TAF**) meeting taking place, with the family to discuss the help they need and who will provide it.

TAF

Team Around the Family (**TAF**) is a group of practitioners working with a particular child or young person and their family. A TAF meeting is a meeting between some or all of these practitioners and the child/young person (where appropriate) and their parents or carers, to plan a way forward of support.

Education and Health Care Plan (EHCP): If a child is identified as having significant needs it may be necessary to apply for an EHCP. Professionals from school and necessary services, along with parents, will consider what outcomes are desired and what is needed to achieve them. EHCP's are a statutory document and have protection in law. If your child has one of these plans you will also have the right to ask for a personal budget for their support. The educational element of this will need to be agreed with schools.

Support available for children with Special Educational Needs

Our Lady and St Patrick's ensures that **quality teaching** is our first priority, with **differentiated work** to meet the needs of our children. All lessons should be adequately scaffolded and/or differentiated to enable every child to access the learning intention of the lesson.

Additional Support is given in many ways:

- Different **resources** or **equipment** such as coloured overlays for visual difficulties, pencil grips for fine motor difficulties.
- Specific **learning programmes**
- Adapting the environment to suit needs e.g: distraction free area.
- **Intervention** (1:1 or small group work on specific targets for a set period of time)
- **Outreach** support from specialist units or schools
- **Thrive** action plans
- **Visual Timetables** and other visual supports to aid communication
- **Early Help Assessment** and Team around the Family meetings (**TAF**)
- **Specific targets** are set to meet the child's needs. Together, parents and teachers plan next steps.
- Where needed, in a small minority of cases, additional TAs are deployed to support pupils identified as having physical, medical or social, emotional and mental health needs. This type of support will be clearly structured following advice from outside agencies and professionals and will be discussed with parents as part of an Assess, Plan, Do and Review process.

If a child does not appear to be sufficiently progressing, despite additional support, or if staff require further advice to meet the child's needs, we have links with a range of outside agencies. This year we have had support from the following professionals: Educational Psychologist, Speech & Language Therapist, Occupational Therapist, CAMHS practitioners, Visual Impairment Advisory Teacher, School Nurse, Inclusion Team, Social, Emotional and Mental Health Team and the Communication and Interaction Team.

If necessary, the SENCo may use the following assessments to gain further information on the child's needs:

Dyslexia Portfolio

Speech and language link

The type, amount and time scales of support a child receives is based on the individual needs of the child. It will depend on the child's needs and the type and level of support to ensure that the child's needs are met so that they can make progress. Often our decisions are directed by advice from outside agencies.

Decisions made about additional support are based upon the 'assess, plan, do, review' cycle of the graduated response for SEND support (Code of Practice 2014, SEND policy). Additional support will be recorded in a SEN Support Plan.

When a child has made sufficient progress and they no longer require any additional support, they will be removed from the SEN register in consultation with parents.

Where, despite relevant and purposeful action to meet a child's educational needs and/or disabilities, the child has not made expected progress the school and/or parents may consider requesting a statutory (EHC) assessment from the Local Authority.

Monitoring and Evaluating SEND provision

We measure your child's progress against national expectations linked to the national curriculum. Your child's class teacher will be continually assessing your child, and identifying areas where they are improving and where further support is needed.

A provision map details the different types of teaching and intervention being used within the class. A child on the SEN register will have their own provision map in the form of a 'Pupil Passport' which also includes any specific support they are having and how they are progressing.

At the beginning of each intervention, as part of the Assess, Plan, Do, Review process, a set of measurable outcomes needs to be set, including an end date. This will allow progress and impact to be measured to decide on how effective this approach has been for each individual.

Class teachers meet regularly with the Headteacher and SENDCo to discuss pupils' progress and any concerns. The SENDCo will also check that your child is making good progress and monitor the effectiveness of any interventions they are involved in.

Monitoring from the senior leadership team of staff expertise through classroom observations, discussions with pupils and staff and learning walks. In addition, book monitoring takes place each term by the senior leadership team.

The Head Teacher and SENCo review attendance and exclusion data for SEND pupils on a termly basis this information is reported to governors and the trust.

A Child Centred Approach

It is vital for a child to have ownership of their learning. We support our children with SEND to make their own choices about their learning wherever possible. Children are always involved in target-setting and reviewing the success of their work. Teachers regularly meet with children to discuss their next steps. Children are also encouraged to attend parent's evening so that they can take an active role in talking about their learning.

Involving Parents/Carers

All parents are encouraged to be involved in their child's education. Working in partnership always has the greatest impact on a child's progress.

All parents/carers are given the opportunity to meet with their child's class teacher once a term to discuss their child's attainment and progress. Parents may also make appointments to meet teachers, whenever necessary, to ask questions or share any concerns about their child. The SENCo is available to meet parents at Parent/Teacher meetings as well as whenever parents request an appointment.

Those children with an EHCP will have their progress reviewed through a statutory annual review meeting every year. During the meeting, any necessary amendments are made and targets set to meet the needs of individuals for the next 12 months. This will also include discussions about transition to secondary schools during the Year 5 annual reviews. Each child with an EHCP will also have termly Team Around the Child/Family meetings.

Enabling pupils with special educational needs to engage in the activities of the school

All trips and wider educational activities are risk assessed and adaptations are made to ensure all pupils can safely access these experiences. Where necessary, we will allow for a higher adult/pupil ratio providing that we are sure that we will be able to keep the child with difficulties as well as the other children safe.

Where it is felt necessary, children with SEND may be specifically supported by an adult during play or lunchtimes to ensure that they can enjoy these times and interact positively with those around them. The supporting adult will concentrate on engaging the pupil in play activities with their peers, developing their social skills and safeguarding all the children.

A number of extracurricular clubs are available during the school year and these are open to all children. All children access whole class PE, where specific adaptations are required for physical reasons these will be supported by a teaching assistant.

The school's accessibility plan is reviewed regularly and any physical adaptations to the school site made (eg: markings for Visually Impaired pupils, wheelchair access, adaptations to toileting facilities).

Supporting children's wellbeing

Within our strong Catholic ethos, a strong emphasis is placed on spiritual and moral development throughout the school. Children are taught about the importance of forgiveness and reconciliation and to recognise the uniqueness of every individual.

We are also a THRIVE school. This means that we recognise that the emotional and social development of a child may have been interrupted during a difficult period in their earlier childhood experiences and that the child therefore may not, for example, be able to control their anger. When a child is angry or upset we always attempt to attune to and soothe and validate their feelings. A child's emotional and social development can be screened using an online profiling tool and the practitioner is able to create a bespoke programme for the child to address a specific area of their emotional development. This support is then provided by withdrawal for short intervention time either 1:1 or in a small group.

We also recognise that some families will go through tricky times or experience significant events e.g bereavement. We have trained pastoral practitioners who can lend a listening ear to children if they are worried or feeling scared. We also run a 'Rainbows' group for children that have experienced the loss or bereavement of a loved one.

Staff Expertise and Training

SEND updates and training is ongoing and is part of the continued professional development for all of our staff. Training can be in house or from experts outside of the school, dependent on the need.

Two teaching assistants are fully Thrive trained and we have three teaching assistants trained to deliver the Rainbows programme.

Training and advice is also provided on a needs led basis from our Babcock partners: Educational Psychology, Social Emotional and Mental Health Team, Visual Impairment Advisory teacher and the Communication and Interaction Team. We also work closely with the School Nursing Team, Health Visitors, CAMHS practitioners, and the Speech and Language Therapy service.

The SENCo is currently completing the National Award for SEN Co-ordination.

Accessibility, both indoors and outdoors

As part of our reviewing cycle we include looking at the children's learning environment and how we can make improvements for their accessibility. Please refer to the school Accessibility plan for more information.

Physical needs: The school is on a split level site, however there is a lift to support access to the hall and top level. We have an accessible toilet on the ground floor.

Communication accessibility: We use Widgit communication aid symbols across Foundation, Key Stage One and lower Key Stage Two and where appropriate in Key Stage Two.



We also use visual timetables to help children to understand their day and adapt to changes in routine.



Auditory, visual and processing needs: We have a range of learning spaces, which we use to help children who need a quieter learning environment. With the support of our Visual Advisory Teacher we have adapted the school grounds to support children with visual impairments.

Social and emotional needs: for children who are learning to manage and contain their feelings we have created a safe sensory space where they can go to use their calming strategies.

Transition

There are many significant milestones for children as they grow up, not least going through their education. Planning for transition is part of our provision for all learners including those with SEND. For a child with a Special Educational Need this needs careful planning and preparation.

When pupils transfer into the school, every effort is made to obtain information from previous settings and the SENCo may visit the child in their previous setting if it is felt that this would improve the quality of the child's transition.

As with all pupils, parents are encouraged to look around the school with their child before joining. Where necessary additional transition visits can be arranged to ease the transition period.

Each July all children spend time with their next teacher in their new classroom to facilitate a smooth transition and all relevant documentation is discussed and passed on, a transition meeting is held between the class teachers with the SENCo present, important information, support plans and recent advisory reports are passed on in this meeting. For children who find change particularly challenging, photo booklets of the new classroom and staff can be produced for the child to take home prior to the Summer holiday.

If any child transfers out of our setting we will contact the new school to pass on any relevant information.

Enhanced transition to secondary school takes place for all Year six children with SEND and any specialist equipment that the child needs will move with the child. Where review meetings take place prior to transition, the next teacher or a representative from the next school will be invited to enhance the information sharing process.

Concerns around SEN provision

If a parent of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to the class teacher. The class teacher can then involve the SENCo as necessary. A parent is also free to contact the SENCo as detailed below. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication. The formal complaints policy and procedure is on the website and is available from the school office. The Devon Information Advice + Support service provide confidential and impartial information, support and training for parents and carers who have children (age 0-25 years) with additional educational needs. They can be contacted on 01392 383080 or <https://www.devonias.org.uk/>

Contact Details

The Special Educational Needs Co-ordinator is Rachel O'Sullivan. She is also the Designated Safeguarding Lead and she can be contacted on 01626 773905 or via email at rosullivan@olsp.uk.

Our Lady and St Patrick's has a designated governor for SEN, Mrs Elizabeth Hampton, who holds the SENDCo to account for the progress of the children with Special Educational Needs and reviews the standards of their provision. The governor with responsibility for SEND can be contacted via the school office.

Devon Local Offer

The Devon Local Offer details what you can expect to be available for children and young people with SEND in Devon across education, health and social care services.

Further information about Devon County Council's Local Offer can be found here: <https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>