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St Patrick's Catholic Primary School

The Catholic Diocese of Lancaster



St Patrick's Catholic Primary School SEN Information Report 2020

Our Special Educational Needs (SEN) Information Report will be updated annually to reflect changes and plans within the school.

Section 1

What kinds of SEN does St Patrick's Catholic Primary School make provision for?

St Patrick's Catholic Primary School is a mainstream church school. We have provision primarily to meet the needs of all pupils, including those children with Social, Emotional and Mental Health difficulties (SEMH), Attention Deficit and Hyperactivity Difficulties (ADHD), Specific Learning Difficulties (SpLD), Autistic Spectrum Condition (ASC), Visual Impairment (VI), Hearing Impairment (HI), Speech, Language and Communication Needs (SLCN) and Moderate Learning Difficulties (MLD).

St Patrick's Catholic Primary School is an inclusive school which focuses on the well-being and progress of every child. We have high expectations of all our children, including those with Special Educational Needs or a Disability (SEND). To ensure they achieve their potential we engage a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. Children with special educational needs are catered for within their own class and, where useful, may be withdrawn for short periods to work with a specialist adult, individually or in a small group.

Section 2

What are the schools policies for the identification and assessment of pupils attending St Patrick's Catholic Primary School?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:





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“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.” When identifying if a child has additional needs, we may take the following routes:

- Liaison with Early Years setting/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance.
- Liaison with external agencies i.e. occupational therapy, speech and language therapy and sensory support services.

Where pupils’ progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made. This may be through interventions in class either individually or in a small group. It may be that we feel that a child needs to be placed on an IEP (Individual Education Plan) to help support them in their learning. These are SMART targets (Specific, Measurable, Attainable, Realistic/Relevant and Time Bound) that ensure the child’s individual needs are met through small, manageable steps. We meet the needs of children that are on the SEN register or have an EHCP (Education and Health Care Plan). Families/Carers are involved in the production of these documents with the school and Local Education Authority (LEA). Parents are consulted when targets are reviewed, and we have an open communication with parents. These are reviewed at each pupils Annual Review where targets are set for the following year and drilled down into Individual Education Plans/Individual Care Plans. These are revised half termly. Related policies may be accessed by contacting the school.

Section 3

How does the school evaluate the effectiveness of provision for SEN pupils?

We have a very robust system of reviewing our practice across the inclusive curriculum. This includes the Ofsted Framework for both education and care. The school has comprehensive tracker systems that enable staff to evaluate each individual’s progress. The provision that each child receives is regularly reviewed and the impact of interventions are closely monitored to





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ensure that each individual is making the expected progress, from this we then adapt our provision to ensure we are best supporting each child. There is a 'Cause for Concern' section that creates opportunity to refocus any pupil who is not making the expected progress.

How do I know how well my child is doing at the school?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCo to review the short-term targets and to discuss the progress the child has made. We also encourage an "open door" approach whereby teachers are accessible at the end of the day. We meet with you as parents/carers at any time, by appointment throughout the year. Annual review meetings take place once a year. Individual Care Plans and Individual Education Plans are formulated and progress assessed each half term. Teachers and learning support staff will make contact throughout the year to discuss progress. Some pupils have home/school diaries, which open another communication line. Home Learning is a key aspect of our work and parents/carers are encouraged to play an active role.

How will the staff support my child? How will the curriculum be matched to my child's needs?

Every pupil with SEND has their own IEP which is tailored to meeting their individual needs. Staff levels are generous with Teachers and Learning Support Staff leading the educational system. Support is carefully mapped to ensure provision. All staff are focused on getting your child to fully engage and make the best of all learning opportunities. All planning both medium and short term is highly differentiated and adapted to match individual need. Our staff are also supported by other key professionals where necessary. If a learner is identified as having SEN need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.





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Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCo and outside agencies contribute to this review. This stage then informs the next cycle.

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

How do we adapt the curriculum?

The baseline for St Patrick’s Catholic Primary School is to provide the legal entitlement in both Key Stages. The whole school curriculum caters for the development of your child in many different ways. Our aim always is to provide a broad, balanced and relevant curriculum. We identify the area of need of the child and from there, carefully look at the way in which the curriculum needs to be adapted to ensure the child is best supported in their learning. We ensure that children are supported, not only by a scaffolded and adapted curriculum if needed but also additional support if needed. Aspects within the curriculum are individually tailored to meet your child’s need(s), as/when necessary.

How is the decision made about the level of support my child receives?

Your child will initially have their needs identified through the assessment process. This will highlight the level of support that is to be funded and put in place. The school will of course look closely at this to ensure that your child is making progress. The class teacher alongside the SENCo will discuss the child’s needs and what support would be appropriate. The School’s Senior Leadership Team will discuss and provision map the type of support. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. We constantly review this and using our expertise and experience will identify when and where additional support may be needed. If necessary the school will make an application for change through the Annual Review process.





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How will my child be included in activities outside the school curriculum including trips?

St Patrick's Catholic Primary School is highly committed to inclusion and all children will have equal opportunity to take a full and active role. Governors are determined to ensure that no pupil will be disadvantaged in gaining access to relevant experiential learning opportunities. At St Patrick's Catholic Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity.

What support is there for my child's overall well-being?

St Patrick's Catholic Primary School has a robust Safeguarding Policy and protocol in place. Pupil's health and well-being is paramount. Personal care is conducted discreetly and with dignity and fostering independence whenever possible. We work closely with medical practitioners, if your child has a health care need(s) we will discuss with you a Health Care Plan and administration of prescribed medication. We also work closely with other agencies to ensure that correct support is in place to meet your child's needs. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support
- Lego therapy sessions
- Buddy system
- Access external agencies and professionals and follow their advice
- Teaching Assistant trained in how to support pupils' mental health.

Section 4 & 5

What training is provided for staff supporting children and young people with SEN needs?

All our teachers are qualified and many have undertaken specialist further professional development. This includes Autism specific training, training from experts in Visual Impairment and Behaviour Management to mention some. Ongoing professional development is key to ensuring staff of all categories remain updated and skilled. We are also committed to ensuring robust training in supporting children and their mental health in order to support children not





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only academically but socially and emotionally.

Section 6

How accessible is St Patrick's Catholic Primary School?

The school is a one storey building set in 10 acres of attractive school grounds and fields. The building itself has disabled parking and toileting facilities.

Wherever possible, we have ramps which provide wheelchair access. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. In addition, extra-curricular activities are accessible for children with SEN.

Section 7 & 8

How are parents/carers involved in the school?

How can you get involved and who should you contact?

How do parents/carers get involved in their child's education?

Parent/Carers generally meet the Head at Without Prejudice Visits when they first look around the school. After this parents/carers can visit at any time with prior arrangement. We hold events throughout the year and provide transport as necessary. St Patrick's Catholic Primary School has a parent Governor and all parents are invited to apply for such a position when a place is available. At St Patrick's Catholic Primary School we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing an Individual Education Plan or an SEND profile, parents are given the opportunity to be part of the assessment and review process. Parent/Carers are actively involved in Home Learning and can contact the school where they will be guided to the most appropriate staff to deal with their query. Meetings are held both at school and in your home to afford opportunity for full involvement in your child's education. We keep you fully informed about your child's progress through Annual Reviews, Termly Reports, Home Diaries, Home Visits, Telephone Calls, Newsletter, Email etc.

Section 9

What do I do if I have concerns about the school provision?

In the first instance we encourage you to contact your child's teacher. If you still have concerns then please contact the Deputy or the Head Teacher. In the unlikely event that your concern is not resolved then please contact the Chair of Governors.





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Section 10 & 11

What specialist services and expertise are available or accessed by the school?

Once the school has identified the needs of SEND pupils, the Head teacher and SENCo decide what resources/training and support is needed. We work with a range of specialists linked to individual needs.

School Provision

- ReadWriteInc. spotlighting
- ICT support in the form of reading and spelling support e.g. Nessy and IDL
- Teaching assistants offering social skills support including Lego Therapy
- Supporting confidence building and developing friendships.
- Lunch time nurture groups to support children with social development.
- Speech and Language support using Welcomm programmes.
- Visual timetables and personalised key rings.
- Training on how to support pupils with autism.
- Trained staff to support pupils with mental health concerns.

External Agencies

Speech and Language Therapist

CAMHS

Educational Psychologist

Physiotherapist

Occupational Therapist

Children's Social Care

Section 12

How do you prepare my child for joining your school or transferring to another school?

New pupils to St Patrick's Catholic Primary School

Reception staff will meet with parents prior to pupils starting school there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the class teacher and SENCo. Where necessary the SENCo may arrange a further meeting with parents, previous setting, health visitor etc. We also invite new starters to attend special sessions prior to starting in September to introduce them to staff and to ensure that they feel settled and aware of their new learning environment. Class teachers of children joining from





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other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

St Patrick's Catholic Primary School has a robust pupil induction and exit system which all parents/carers are given full details once an admission is agreed. Prior to your child joining St Patrick's Catholic Primary School, we will liaise with you and his existing school. We will provide support throughout the transition including taster sessions and activities. Our team will visit his school and your home to ensure that all aspects are looked at. When the time comes for your child to move on we liaise with the receiving establishment and follow our exit plan which will link to their transition programme. If we feel that your child may benefit from extra transition sessions to support them moving to their new educational settings, we will liaise with the new setting and parents to arrange this in order to best support the child in their transition.

Section 13

When can I get further information about services for my child?

There are further details on our website on our own school offer for SEND and this links to the Local Offer of Lancashire County Council. If you have any queries or requests for policies or information relating to this report please contact the School SENCo on 01524 851766.

