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## SEND Information Report 2017 (DRAFT)

<p><b>The types of Special Educational Needs and Disabilities (SEND) that are provided for at St Catherine's Catholic Primary School</b></p>	<p>St. Catherine's Catholic Primary School provides for children with all types of Special Educational Needs and Disabilities.</p> <p>We refer to the term 'Special Educational Needs' if a child:</p> <p>a) Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.</p> <p>b) Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.</p> <p>The difficulty or disability may relate to:</p> <ul style="list-style-type: none"><li>• communication and interaction</li><li>• cognition and learning</li><li>• social, emotional and mental health difficulties</li><li>• sensory or physical conditions.</li></ul> <p>Special Educational Provision is that which is additional to or different from that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is to check that each child is making adequate progress against the national expectations set for each year group from Reception through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.</p> <p>St. Catherine's currently provides support to children in all four areas, including children with Autism, Speech and Language disorders and physical disabilities.</p>
<p><b>How St. Catherine's identifies and assesses pupils with SEND</b></p>	<p>St. Catherine's promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. Progress of all pupils is monitored on a termly basis by class teachers, subject leaders and the senior leadership team (SLT), to ensure all children are making the expected progress against national standards and that our provision is having the impact we would expect.</p>



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**How  
St.Catherine's  
identifies and  
assesses pupils  
with SEND  
(cont'd)**

We do this through:

- On-going teacher assessment (including moderation by other staff members)
- Standardised testing (PIRA and PUMA assessments) three times a year (in line with CAST assessment policy)
- Formal reading (Salford) and spelling (SWST) assessments twice yearly.
- Parent consultations and information received from parents
- Formal/informal observations by the SENCo and SLT
- Specialist diagnostic testing by outside agencies

There is a strong focus on quality first teaching and learning in all classrooms to ensure all children with SEND get a strong foundation on which to learn.

Through monitoring progress throughout the school, potential concerns are identified. When a pupil is not making expected progress in a particular area of learning, we quickly identify the gaps and make sure additional support is put in place. Parents/carers will be informed of any concerns by the Class Teacher and also the planned support.

If the pupil meets the criteria for special educational needs or disabilities (SEND), parents will be informed by the Special Educational Needs Co-ordinator (SENCo) or Class Teacher that their child will be added to the SEN Register (a Register that details children needing additional support).

If a parent/carers has concerns about their child, in the first instance we encourage parents to discuss this with the class teacher. They may then also meet with the SENCo to discuss any concerns further. The SENCo is the main point of contact between the class teacher, parents/carers and any outside agencies that may be involved in a child's learning and care throughout their time at St Catherine's.

We also have a number of specialist staff in school trained to assess and identify specific needs which may then be addressed through programmes such as ELSA (Emotional Literacy Support Assistant), 1:1 interventions, Rapid Reading programme and Learn to Move.



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<b>SENCo contact details</b>	<p>Mrs Helen Ciorra is the SENCo at St. Catherine's. She is available on Tuesdays and Wednesdays as SENCo and can be contacted via the school office. Tel: 01308-423568 or email <a href="mailto:office@stcatherinesbridport.dorset.sch.uk">office@stcatherinesbridport.dorset.sch.uk</a></p>
<b>How we consult with parents/carers of pupils with SEN and involve parents/carers in their child's education</b>	<p>We believe parents play a vital role in supporting a child's learning journey through our school. Parents of all our children are encouraged to be as active as they can in their child's learning and we offer a variety of ways throughout the year to promote and support parental involvement in learning.</p> <p>Annual school reports and twice yearly parents' evenings give all parents regular feedback on their child's up to date academic levels and progress, individual reading, writing and maths targets, and behavioural, emotional and social development.</p> <p>At any point throughout the year, parents are encouraged to discuss any concerns they may have or ways that they can support their child's learning with the class teacher and then the SENCo.</p> <p>The SENCo is available to meet with parents at any time to discuss any concerns they may have about their child's progress or support.</p> <p>During the school year there are regular opportunities for parents to attend workshops and information sessions. For example our literacy and maths workshops and our phonics workshops, to support children's learning outside of school. Our newsletters, open afternoons and celebration assemblies all give a valuable insight into the daily life of the school.</p> <p>Most children on the SEND Register will have a SEND Support Plan outlining their specific targets and outcomes, including any additional support and interventions they may be receiving. This is written and reviewed on a termly basis. Parents will be consulted on these and given individual copies by the Class Teachers. This will ensure that both home and school can be jointly working on any targets and actions together.</p> <p>Where appropriate, for our children with an EHC plan (Education and Health Care plan) and those who need additional support, the use of home/school link books, regular meetings with the SENCo and class teacher and regular phone calls are encouraged to ensure that effective home/school links are maintained. There is also the annual Person Centred Review (PCR) for those children with an EHC plan where the views of parents and all professionals involved with the child can be shared and future provision and targets can be jointly made.</p>



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<b>How we consult with pupils with SEND and involve them in their education</b>	<p>Pupil voice is highly valued in our school and provides a vital contribution to the development of our school and the decisions that are made. We actively encourage all our children to develop their own views and provide platforms on which these can be heard and recognised.</p> <p>Our School Council ensures that all children from across each year group have their views represented in regular meetings. At Person Centred Reviews (for pupils with an EHC plan), pupils are very much at the heart of the process and are supported to ensure that their views are valued. The children complete questionnaires which are shared at their review, they also provide information about their successes and achievements for the current year.</p>
<b>How we teach pupils with SEND</b>	<p>All teachers at St. Catherine's are teachers of children with Special Educational Needs. When planning lessons, teachers consider the needs of all learners, so that they can plan exciting and balanced lessons within our curriculum to ensure that all pupils are able to make progress, experience success and enjoy their learning.</p> <p>Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.</p> <p>The Senior Leadership Team (SLT) carries out termly observations of classes to ensure continued Quality First Teaching and also gives guidance on how best to support and develop practice for children with SEND.</p> <p>The SENCO works closely with the class teacher and teaching assistants in the whole school to ensure any interventions are delivered, monitored and are effective. Depending on the type of intervention, it may be delivered daily, several times a week, weekly etc.</p> <p>Interventions are carried out by the school and are 'additional to or different from' the usual differentiated curriculum. They are delivered by a range of different staff in our school including teaching assistants and trained volunteers. Interventions are reviewed termly and parents will be notified of any changes to these. Programmes may be explained to parents by teachers, the SENCo or outside agencies, depending on the complexity of the intervention that is in place. Progress is then closely monitored to ensure that expected progress is made with the additional support.</p>



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	<p>Where this progress is not sufficient, outside agencies may be consulted to allow for a more in depth assessment of a child's needs so that more specialist interventions may be put in place. Teaching assistants deliver a wide range of programmes across the school including Speech and Language Therapy programmes, Occupational Therapy programmes and Emotional Literacy Support work. Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.</p>
<b>How we assess and review pupils' progress towards their outcomes</b>	<p>All interventions and EHC plans provide clear outcomes with a clear time framework of expected progress for each child. All children with SEND are tracked termly by the class teacher and also by the SEN team to ensure progress against these set outcomes.</p> <p>Informal review and liaison between parents, support staff and class teachers occurs as frequently as is necessary. This is a key part of being responsive to children's learning needs and adapting where necessary to ensure teaching and learning is based on current assessment of current outcomes.</p> <p>Where a child has an EHC plan, these longer term outcomes are reviewed more formally at the Person Centred Review once a year, where parents and all relevant professionals can contribute towards the evaluation of progress towards specific outcomes.</p> <p>Parents may also be invited into school to observe intervention sessions that take place, to allow them to further develop their own skills in supporting their children at home.</p> <p>SEND Support plans which outline specific outcomes and interventions for pupils on the SEND Register are written and shared with parents on a termly basis.</p>
<b>How we evaluate the effectiveness of the provision made for pupils with SEND</b>	<p>All interventions are carefully monitored over a set time period to ensure that progress and the impact of provision can be carefully evaluated. We collect data from both the beginning and end of an intervention to ensure progress, and also commentary from teachers and parents about how effective a particular intervention has been.</p> <p>As part of the school reporting arrangements the SENCo produces a report on the progress and impact of each intervention. Governors are responsible for monitoring the overall effectiveness of the provision in place for pupils</p>



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	<p>identified with SEND at whole school level so that they can evaluate the effectiveness of each intervention and value for money.</p> <p>During last year (2016/17) St. Catherine's took part in a project related to the assessment of interventions related to Social, Emotional and Mental Health issues (SEMH) with Dr Jeremy Side, Educational Psychologist. This enabled us to review and improve how we assess the impact of interventions such as ELSA and our Time to Talk club.</p>
<p><b>How we support pupils moving between different phases of education</b></p>	<p>We have very good relationships with our feeder settings and the settings that our pupils move onto; We share information to support pupils' learning and wellbeing at key transition points to fully ensure a continuation of the child's learning journey.</p> <p>We have an extensive induction package in place for welcoming all our new learners into Reception. There are several taster sessions planned for the children to take part in before they start at St. Catherine's and a meeting with the Reception teacher. The SENCO alongside the Reception teacher observes all new pupils with SEND joining us in Reception and attend meetings where appropriate for the children with the most needs.</p> <p>For our children leaving at the end of Year 6, we work closely with the secondary schools to ensure a smooth transition. This takes the form of an enhanced transition programme for identified pupils and may include additional visits, 1:1 work completing a transition booklet or specific work from an Emotional Literacy Support Assistant and/or use of social stories.</p> <p>The SENCO also has a handover meeting with the SENCOs and class teachers at the secondary schools to ensure the school has all the information needed to receive the children from St. Catherine's with additional needs.</p>
<p><b>How St. Catherine's makes adaptations to the environment of pupils with SEND</b></p>	<p>We have an Accessibility Plan in place and where possible we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. We work closely with outside agencies and if needed we would make adjustments to the school building to make the classrooms fully accessible for wheelchair use. We have a disabled toilet and changing facilities for children with additional needs.</p> <p>We monitor the languages spoken by families in our school and endeavour to arrange for all families to have full access to all of the letters and information that they receive.</p> <p>We have a range of specialist equipment in place for children who have additional needs including writing slopes,</p>



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	<p>cushions and access to laptops for use in school.</p> <p>We work alongside outside agencies to identify where specialist equipment and facilities are needed for individual children to ensure full access to the curriculum at all times, this year this has included working with the Hearing Support Services.</p>
<p><b>The training and expertise that our staff have to support pupils with SEN, including how specialist expertise will be secured</b></p>	<p>Investing in the development of all of our staff is an essential part of our school development plan and plays a vital role in improving outcomes for all pupils. We have professional development for all staff in school to improve provision for all pupils, to develop enhanced skills and knowledge to deliver short term support interventions and to develop expertise in individualised support and interventions. If training is needed we try to work closely with outside agencies and specialist services to develop training to best support our current pupils with SEN, for example this year on attachment disorder, autism and speech and language needs. This included one of our TAs attending the Earlybirds training at Westfield School for parents and carers of children with autism this year.</p> <p>As part of the CAST Academy we have access to the Apprenticeship Levy which provides different training opportunities for TAs including Diplomas and Foundation Degrees in teaching and learning. This year we have put three of our TAs forward for this training.</p> <p>The SENCo is part of two SEND pyramids, one within Bridport and one within the CAST Academy, where information, ideas and training is shared with other SENCos.</p> <p>At St. Catherine's Primary School we have a wide and varied number of specialist staff who work in our school on a daily basis. These range from a specialist ELSA and TAs that deliver programmes such as Learn to Move.</p> <p>We also work alongside a wide range of outside agencies to provide the best possible provision for our children. Where a child has a specific need we will actively seek out the specialist service or support needed to ensure all children's needs are met. For the last two years we have employed our own Educational Psychologist who observes and assesses pupils that we have specific concerns about. This has helped us to make early identification of needs. Some of the other educational outside agencies we have worked with this year include: Special Educational Needs Specialist Service (SENSS), outreach services, including ASD. Specialist health services such as Speech and Language Therapy (SALT), the school nurse, Hearing Support Services, Child and Adolescent Mental Health</p>



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	<p>(CAMHS), The Family Partnership Zone and other health professionals.</p>
<p><b>How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND</b></p>	<p>As a fully inclusive school and in line with our Equality Policy we promote the involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where any possible barriers may arise, we actively seek advice, discuss with parents and develop a plan to ensure all children have the same access to any additional curricular activities. Where needed, we may develop additional risk assessment plans to consider any additional risks posed for individuals, to ensure that wherever possible every opportunity is available for every child. This has included providing TA support for a pupil on medical grounds so that they could attend after school clubs this year.</p>
<p><b>Support for improving social and emotional development, including extra pastoral support arrangements for pupils with SEN</b></p>	<p>The wellbeing of all of our pupils is a primary concern at St. Catherine's Primary School. Children are supported with their social and emotional development throughout the school day, through the curriculum and extracurricular activities. Personal, Social and Health Education (PSHE) is taught explicitly on a weekly basis.</p> <p>Our Behaviour Policy; Which includes guidance on expectations, rewards and sanctions is fully understood and consistently applied by all staff.</p> <p>Additional support from specialist staff is tailored to the pastoral needs of individual pupils, both in and out of the classroom; a personal plan may be put in place for pupils with the highest need. This is delivered by our Emotional Literacy Support Assistants (ELSAs). For those children who need additional support with behaviour, individual behaviour plans may be put in place and reviewed half termly to ensure quick, positive and effective support is in place.</p> <p>Outside agencies that supported us in this area this year have included Dorset Child and Family Counselling Trust (DCFCT), the Weldmar Bereavement counselling service and Behaviour Support Services.</p> <p>Pupils at school have received support with our ELSA and our Time to Talk Club.</p>



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<b>Key Staff responsible for SEND at St.Catherine's Primary School</b>	Mrs Frances Guppy Headteacher  Mr Chris Addis Head of Governors	Mrs Helen Ciorra SENCo  Mrs Siobhan Dinsmore Governor responsible for SEND
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