

St Catherine's Primary School
SEN Information Report

<p>Types of Special Educational Needs and Disabilities (SEND) that are provided for at St Catherine's Primary School</p>	<p>St. Catherine's Primary School provides for pupils with all types of Special Educational Needs and Disabilities (SEND). We provide support for pupils across the four areas of need as set out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
<p>St.Catherine's policies for identification of pupils with SEND</p>	<p>Progress of all pupils is monitored termly by class teachers, subject leaders and the senior leadership team, to ensure all children are making the expected progress and that our provision is having the impact we are expecting. 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.</p> <p>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 and also the planned support, and may be invited to a meeting at the school to discuss this further.</p> <p>If the pupil meets the criteria for special educational needs or disabilities (SEND), the Special Educational Needs Co-ordinator (SENCo) will add the pupil to the SEN Register (a Register that details children needing further support).</p> <p>If a parent/carer 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 throughout their time at St Catherine's.</p> <p>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.</p>
<p>The arrangements for consulting parents/carers of pupils with SEN and involving parents/carers in their child's education</p>	<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</p>

and progress, individual reading, writing and maths targets, and behavioural, emotional and social development.

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 or the SENCo. The SENCo holds an SEN drop in session every half term, where parents can pop in for a chat about their child's progress or about any concerns they may have.

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.

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. Questionnaires are also sent out to families of children with Special Educational Needs on a regular basis and to the pupils themselves. This allows a further avenue for parents' views to be sought, information to be shared and where possible, provision to be further developed.

The arrangements for consulting pupils with SEN and involving them in their education

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. Our School Council ensure that all children from across each year group have their views represented in a weekly meeting. At Person Centred Reviews, 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.

The arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review

All interventions and EHC plans provide clear outcomes with a clear time framework of expected progress for each child. All children with SEN are tracked termly by the class teacher and also by the SEN team to ensure progress against these set outcomes. 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

	<p>evaluation of progress towards specific outcomes. Parents may also be invited into school to observe 1:1 sessions that take place, to allow them to further develop their own skills in supporting their children at home.</p>
<p>The arrangements for supporting pupils in moving between phases of education and in preparing for adulthood.</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. We have an extensive induction package in place for welcoming all our new learners into Foundation. 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 SEN joining us in Foundation and attends meetings where appropriate for the children with the most needs. For our children leaving at the end of Year 6, again 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 an additional visit, 1:1 work completing a transition booklet or specific work from an Emotional Literacy Support Assistant. The SENCo also has a handover meeting with the SENCo 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>St.Catherine's Primary School's approach to teaching pupils with SEN</p>	<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. 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. The SENCo 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. The SENCO works closely with the class teacher and teaching assistants in the whole school to ensure any interventions are delivered, monitored and effective. Depending on the type of intervention, it may be delivered daily, several times a week, weekly etc. Interventions are delivered by a range of different staff in our school including specialist teachers, teaching assistants or trained volunteers. Programmes 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</p>

	<p>closely monitored to ensure that expected progress is made with the additional support. 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>
<p>How St. Catherine's makes adaptations to the environment of pupils with SEN</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 where 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. 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. We have a range of specialist equipment in place for children who have additional needs including writing slopes, cushions and access to laptops for use in school. 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.</p>
<p>Information about the expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</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 a continuous cycle of 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 work closely with outside agencies and specialist services to develop training to best support our current pupils with SEN, for example in dyslexia, attachment disorder, autism and speech and language needs. 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 1:1 intervention teacher, specialist ELSAs and TAs that deliver programmes such as Learn to Move. 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. Some of the educational outside agencies we work alongside include: Educational Psychology (CPS), Special Educational Needs Specialist Service</p>

	(SENSS), outreach services, including ASD. Specialist health services such as Speech and Language Therapy (SALT), the school nurse, Occupational Therapy (OT), Physiotherapy (PT), Child and Adolescent Mental Health (CAMHS), and other health professionals.
Evaluating the effectiveness of the provision made for pupils with SEN	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. The SENCo produces a termly report on the progress and impact of each intervention taking place each term. Governors are responsible for monitoring the overall effectiveness of the provision in place for pupils identified with SEN at whole school level so that they can evaluate the effectiveness of each intervention and value for money.
How pupils with SEN are enabled to engage in activities available with pupils in the school who do not have SEN	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.
Support for improving social and emotional development, including extra pastoral support arrangements for pupils with SEN	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. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and consistently applied by all staff. 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.
How the governing body involves other bodies, including health and social care, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting their families	The SEN Governor meets with the SENCo termly to ensure that the provision for SEN at St.Catherine's is well managed, effective and is providing impact. The SENCo provides information to the governing body about the relevant agencies that need to be involved in meeting the needs of pupils with SEN and in supporting their families.

<p>How the curriculum is made accessible to pupils looked after by the local authority who have SEN</p>	<p>All of our children who are looked after by the local authority are very closely monitored and provided with a range of additional provision to support any additional needs that they may have. This may include learning needs, social and emotional or mental health needs. In addition to all of the provision and support made available to pupils with SEN as outlined above, an additional level of monitoring takes place for pupils who are looked after and also have SEN. The SENCo works alongside the Designated Looked After Children Teacher to ensure that high quality provision is in place and that the impact of this is being carefully monitored and evaluated.</p>
<p>Key Staff responsible for SEN and Inclusion at St.Catherine's Primary School</p>	<p>Mrs Helen Ciorra Special Educational Needs Co-ordinator</p> <p>Mrs Ethna Jenkins Head of Governors</p> <p>Mrs Siobhan Dinsmore Governor responsible for SEND</p>
<p>Last Updated</p>	<p>April 2016</p>