

St Catherine's Catholic Primary School

SEN Information Report 2023-2024

Whole school approach to SEND:

High quality first teaching alongside additional interventions contribute to a coherent approach to SEN provision for our children. We regularly review what we offer our children to help support them in their educational and personal journey through school. There are high expectations for all children embedded in to our approach to the curriculum.

1	What kinds of special education needs are provided for?	<p>There are four types of Special Educational Needs and Disabilities (SEND), as defined by the Department for Education:</p> <ol style="list-style-type: none">1. Communication and interaction2. Cognition and learning3. Social, mental and emotional health4. Sensory or physical <p>At St Catherine's we provide for pupils with needs from all the above categories.</p> <p>Provision for SEND is defined as support which is additional to or different from that which is available to all students (SEND Code of Practice 2015)</p> <p>Currently we provide for children with a diagnosis of Autism, Hearing impairment, Mobility problems, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Visual impairment, Mental Health, Learning difficulties, Physical disabilities, Emotional & Behavioural difficulties, Communication difficulties and Autism.</p> <p>We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.</p> <p>Our 'Social Communication Hubs' are bespoke learning areas in school which cater for children with ASD and / or social communication difficulties. The Hub spaces comprise of two classrooms, two sensory rooms, toilets and outdoor areas.</p>
2	How does the school identify children with special educational needs?	<p>How do staff at St Catherine's know if pupils need extra help?</p> <ul style="list-style-type: none">• In the course of their usual practice a class teacher might notice that a child is having difficulty with an aspect of learning• Each term the progress of all children is discussed by class teachers and Senior Leadership Team including the Special Educational Needs and Disabilities Co-ordinator (SENDCo)• Information may already be known about the child through information passed on by their previous school• By using subject or skills-based assessments that all children take part in such as the Year 1 phonics check, the EYFS profile, reading assessments etc.• By using assessments on an individual basis, where we think there is the need to use them• A parent or other member of staff might raise a concern about learning difficulties• Liaison with external agencies, e.g. physical health diagnosis from paediatrician, Speech and Language Therapist's or Educational Psychologist's assessment, CAMHS Neurodevelopmental assessment

		<p>We recognise that students make progress at different rates and not always in a steady linear pattern. If your child is identified as having a Special Educational Need which requires additional support, this will be discussed with you and your child will be added to our school SEND Register. This allows us to carry out further assessments and if necessary to ask Parents' permission to add their child to our SEN Register – this means that both school and the parents acknowledge that their child needs additional Support in the classroom.</p> <p>Concerns from parents are discussed and recorded and the child is then monitored further by the SENCO following the graduated response approach. All parental concerns are acted upon.</p>
3	How many children in the school have special educational needs?	<p>SEN Support – There are currently 116 children with SEN Support status. Of these, 31 have a My Plan document.</p> <p>Education and Health Care Plan (EHCP) – there are currently 25 children with a EHCP .</p> <p>A further 64 children are also being monitored for their potential SEN.</p> <p>Our Social Communication Hub currently supports 16 children from F2 to Y4. In the Hub, the children receive bespoke Speech and Language and Attention Autism work, alongside continuous provision.</p>
4	What are the arrangements for consulting parents of children with SEN and involving them in their child's education?	<p>How will parents know how their child is doing?</p> <ul style="list-style-type: none"> • Parents are invited to meet with the class teacher three times a year at Parent Evenings • Parents of children with Support Plans or Education, Health and Care Plans will be invited to termly review meetings which will usually include the class teacher and the SENDCo. We strive to include parents view points and preferences when setting these targets. • The school will send a written report at the end of each year to formally record progress and achievements • Day to day conversations with teachers. • Annual Review for children with Education, Health and Care Plans <p>How does St Catherine's help parents to support my child's learning?</p> <ul style="list-style-type: none"> • Parents are always actively encouraged to support their child's learning through informal discussions with staff, supporting children with reading at home and completion of any homework • Advice is available at parent workshops and at regular coffee mornings/drop-ins with the SENDCo and professionals such as Educational Psychologist and Speech and Language Therapist. <p>Professionals can also make contact with parents via telephone or other media to offer advice and support.</p>
5	What are the arrangements for consulting young people with SEN and involving them in their education?	<p>We use Support Plans, My Plans (or Extended Support Plans) and EHC Plans to Assess, Do, Plan and Review throughout the Firvale Family of Schools which the child also has a copy of. They know from this document what each person is going to do to support them to meet their targets, and what their own role is.</p>

		<p>Pupils' views are collected on the review notes each term, and on a One Page Profile if this is an appropriate tool for the child.</p> <p>We use visual resources, such as Talking Mats, and also technology to help capture the thoughts and views of children where appropriate.</p>
6	<p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<p>The progress of every child will be continually monitored by his/her class teacher.</p> <p>The Assessment Lead in school monitors progress and achievement. At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.</p> <p>In terms of children with SEND, when in FS2 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps. This is called the Birmingham Toolkit.</p> <p>For all children with SEND, we follow the Graduated response (as detailed in the SEN Policy) where we assess, plan, do and review the programme of provision for each individual child, increasing or decreasing the SEN support as determined by their progress. Every child who is on the SEND register has a Support Plan which documents all this information. Children with higher needs may also have a My Plan, or an EHCP. Each of these documents are reviewed on a termly basis.</p> <p>The termly review process allows for school, parent and child views to be gathered and allows for all stakeholders to discuss successes together.</p> <p>If it is felt that a child's need is escalating or that they require additional provision, we follow the Local Authority SEND processes – these include panels of SEND professionals who will consult on and quality assess My Plans with a view to changing provision or requesting an assessment for an EHCP</p>
7	<p>How many children have met the exit criteria and no longer need this support?</p>	<p>SEN is a very transient state; some children may need support for their entire time at St Catherine's. Some may make good progress so that their attainments are in line with their peers and no longer require SEN support. We liaise with parents to decide whether SEN is to be continued.</p>
i	<p>What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?</p>	<p>Learners that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting. We use 'Meet the teacher' sessions and the use of transition booklets for some pupils when they move to a new class or key stage</p> <p>We support children in making a smooth transition when they move on to another school by exchange of information about the child's strengths and needs with the new school. This is done by inviting Secondary School to year 6 annual review meetings (for children with EHC Plans) and arranging additional visits to secondary schools for pupils with SEND.</p> <p>For learners with SEND the SENCO will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs.</p>

		<p>If appropriate, school staff will meet with outside agencies that are involved with the learner. Learners are prepared to move onto Secondary School following the Family of Schools transition programme, which can be amended to suit individuals and their SEND. Friendships groups are one of the things that are taken into account when setting up new class groupings but this is not the only criteria. The classes are usually mixed on an annual basis.</p>
9	<p>What is the approach to teaching children with SEN?</p>	<p>How will the curriculum be matched to a child's SEND needs?</p> <ul style="list-style-type: none"> • Class teacher input, via excellent targeted classroom teaching (Quality First Teaching). • The teacher has the highest possible expectations for your child and all pupils in their class. • All teaching is built on what your child already knows, can do and can understand. • Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning. • Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn. • Each child's teacher will have carefully checked on progress and will have decided that a child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • Specialist equipment is provided to make classroom life easier, such as concentration cushions, tangle toys and writing aids. <p>Our aim is to have a fully developed workforce that has the desire, skills and knowledge to meet the needs of all of our pupils regardless of the level of difficulty that an individual pupil or family has. We are committed to doing all that we can to provide an inclusive, welcoming and flexible environment, curriculum and ethos that enables us to work together with families to ensure all children flourish.</p> <p>We strive to be as inclusive as possible at St Catherine's and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEN can access.</p> <p>Learning is adapted to meet every learners needs, and this can be done in a variety of ways, including providing an increased level of or a different type of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning.</p> <p>Some children with SEN receive learning through interventions and this can be ongoing or for a block of support.</p> <p>Class teachers are involved in the SEN reviews and feed their opinions into the targets set for each child.</p>
10	<p>What adaptations are made to the curriculum and learning environment of children with SEN?</p>	<p>We have developed 3 curriculum pathways, and each student will follow the pathway which is most appropriate for their individual needs.</p> <p>Pathway 1 -An informal Curriculum – to provide a rich curriculum which uses augmented and alternative communication strategies, alongside</p>

		<p>sensory exploration to engage students with the world around them. This curriculum will maximise communication, specific interests and skills.</p> <p>For these children, who have a specific and complex communication and interaction need, we have our Social Communication 'Hub' – a bespoke learning area in school which caters for children with ASD and / or social communication difficulties. The Hub comprises of a classroom, sensory room, kitchen and toilet and outdoor area. The ratio of staff to children is high in here, so that we can offer highly personalised support to children.</p> <p>The Hub staff deliver activities including Intensive Interaction, Bucket Time, Curiosity programme, Zones of Regulation, Speech and Language , Life Skills and even SEN PE. The staff have all been trained in SCERTS and liaise regularly with external agencies including SALT, Educational Psychology, the ASD team, Occupational Therapy and Physiotherapy.</p> <p>Pathway 2 -A semi-formal curriculum – children receive a significant amount of support outside of the classroom, involved in a wide range of specifically designed interventions. There is a focus upon functional literacy and numeracy which will equip students with the skills needed to become as independent as possible in their adult lives.</p> <p>Pathway 3 – A formal curriculum – students access the range of broad and balanced National Curriculum subjects modified within the classroom and supported by teachers, teaching assistants and peers, using 'layered support' to allow them to be successful in their learning.</p> <p>Children with SEND may follow any of these Pathways, depending on the nature and complexity of their need, but we ensure that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND.</p>
11	How does school ensure that staff have the relevant training to support children with SEN?	<p>The Firvale Family of Schools ensures that all staff have access to a variety of training over each school year and will share expertise through the Family of Schools when needed.</p> <p>The Family of Schools SENCO group plan this training around the changing needs of the children that we have in our schools. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported.</p> <p>In school, the annual Appraisal systems will identify areas of training needs for any staff working with children with SEN. All staff have access to high quality training which is sometimes provided by external providers such as Speech and Language, Educational Psychologists, the Autism Team.</p> <p>We have a number of specialist Teaching Assistant, who work in areas such as Speech and Language, Life Skills, ASD and Nurture.</p> <p>What training have the staff supporting children with SEND had? All teachers and TAs have had training on dyslexia, ADHD, ACES, ASD and Team Teach A number of TAs have worked 1:1 with the Educational Psychology Teacher and the Teacher for pupils with a Specific Learning Difficulty on</p>

		<p>how to deliver a range of strategies to support literacy and numeracy needs.</p> <p>The Speech and Language Therapist has delivered 1:1 training to some TAs.</p> <p>The Hub Lead has undertaken a three-day 'Train the Trainer' course on ASD</p> <p>The Hub staff have received bespoke SCERTS CPD as part of the Citywide SCERTS project, as well as CPD on Low Arousal techniques and Early Communication.</p>
12	How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?	<p>Annual parent questionnaires are completed to gather views from all parents. Feedback is taken at SEND review meetings from parents and learners</p> <p>The SENCO management group that runs across the Family of Schools meets each half term to rigorously ensure that we are providing effective provision for our learners with SEND. We follow the agreements that are in place in each school.</p> <p>The Senior Leadership Team and Governors monitor performance through sub-committees and reports to set targets for performance.</p>
13	How do you ensure learners with SEND are included in non-classroom based activities?	<p>Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included.</p> <p>Close consultation with parents when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary.</p> <p>Where necessary school will make physical adaptations to allow learners with SEN to be included.</p>
14	What support is available for improving social and emotional development?	<p>At St Catherine's we have a whole school understanding of SEMH and the impact that social and emotional difficulties can have on a child's learning and wellbeing. The SENCO and Learning Mentor have undertaken Diplomas to become Trauma Informed Practitioners, and their learning in this area will be cascaded down throughout the school. A further 5 members of staff have undertaken- the same Diploma.</p> <p>Across school, there is a focus on acknowledging the emotional state of the children and we use both verbal and non-verbal methods of communicating emotional language, including the use of Communication in Print.</p> <p>Nurture provision is available for children who find the start of the day a challenge – this runs each morning and allows children some time to adapt to the transition in to school.</p> <p>Our Learning Mentor works with children across school on the use of The Zones of Regulation, which support children's emotional regulation. When needed, we access the support of external psychologists to work with children and sometimes parents.</p> <p>We have two members of the staff who are trained Emotional Literacy Support Assistants. They work with identified individuals and groups of children to support their emotional wellbeing.</p> <p>Our Learning Mentor is also our Mental Health Lead in school. She has received appropriate training for this role. We work alongside a Trainee Education Mental Health Practitioner for 1 day each week. We identify children who may benefit from low-level CBT and the EMHP worker works with them for 6 week blocks. The EMHP is part of the Sheffield Mental Health Support Team which is made up of NHS mental health</p>

		<p>practitioners who are part of Child and Adolescent Mental Health Service (CAMHS). The team aims to work with schools to offer early support around emotional wellbeing.</p> <p>The PHSE curriculum also supports children to understand SEMH.</p> <p>We have Safeguarding, Wellbeing and Positive Mental Health, Behaviour, Equalities, Accessibility and Anti-Bullying policies in place. These are available to view in the school office and on the school website.</p> <p>The SENDCO and Lead Learning Mentor have recently delivered a series of 5 workshops to parents on the school's approach to Wellbeing, covering ELSA, Trauma Informed Approaches, The Zones of Regulation, Nurture and Mental Health.</p>
15	How does the school involve other agencies in meeting children's SEN and supporting their families?	<p>Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Multi Agency Support Team (MAST) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response:</p> <p>Educational Psychology – Leanne Staples ASD Team – Bev Hughes Speech and language and Communication – Katie Lea and Anna Westaway CAHMS – Child and Adolescent Mental Health Service – Maygen Heald NHS Social Care School Nursing Team</p>
16	What are the arrangements for the admission for disabled pupils?	<p>St Catherine's Catholic Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:</p> <ul style="list-style-type: none"> • Not refusing admission for a child that has named the school in their EHC plan. • Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan. • Considering applications from parents of children who have SEN but do not have an EHC plan. • Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs. • Not refusing admission for a child on the grounds that they do not have an EHC plan. <p>Where a disabled child is admitted, the school liaises with all external agencies and professionals to gather information and if necessary have a pre-admission meeting where the needs of the child, including any adjustments that need to be made, can be discussed.</p>
17	What steps are taken to prevent disabled pupils from being treated less favourably than others	<p>The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special</p>

		<p>educational provision and the SEND Code of Practice (2015) is followed.</p> <p>Further information about the arrangements in place in school to support pupils with medical conditions can be found in the separate policy for this.</p> <p>How accessible is the school environment?</p> <ul style="list-style-type: none"> • As a school we are happy to discuss individual access requirements. • Ramps provide access between yards and from the KS 2 yard into the school. • There are two disabled toilets, one in each Key Stage building. • There are wide doors for access in and around the building. • There are door guards on main doors throughout the school. • Our school complies with the Equalities Act 2010, which stipulates that schools have in place an Accessibility Plan. This is available on the school website
18	<p>What additional support is available to pupils with SEND?</p>	<p>Parents are always actively encouraged to support their child's learning through informal discussions with staff, supporting children with reading at home and completion of any homework.</p> <p>Advice is available at parent workshops and drop-ins with the SENDCo and professionals such as the Autism Schools Team, Educational Psychologist and Speech and Language Therapist. Professionals can also make contact with parents via telephone or other media to offer advice and support.</p> <p>As well as the additional support that is on offer in all classrooms (see point 9 and 10), St Catherine's also offers a range on interventions including LegoTherapy, Speech and language support, SEN PE, Friendship and Social Groups.</p> <p>Information on each of these is available in the document 'SEN Provision at St Catherine's' – available on our website.</p> <p>St Catherine's also involves other agencies in order to provide the best, most appropriate support – see point 15 for more information.</p>
19	<p>How does the school enable pupils with SEN to engage in the activities of the school (including physical activities) together with children who do not have SEN?</p>	<p>Activities and school trips are available to all.</p> <p>Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.</p> <p>At St Catherine's we have a very inclusive approach to the curriculum and to all activities – when it is appropriate, children with SEND join in all activities, with additional support from a Teaching Assistant if necessary.</p> <p>We encourage all our pupils to take part in extra-curricular activities via our daily after School Club. Activities include sports, crafts, cooking, reading.</p> <p>We do this by working closely with individual students, their teachers and carers to ensure all the pupils' needs are met.</p> <p>We take additional advice from professionals such as Occupational Therapy and the Developmental Co-ordination Clinic where appropriate.</p>

20	How does the school handle complaints from parents with SEND about provision made by the school	<p>As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However if a parent has a complaint the following procedure takes place:</p> <ol style="list-style-type: none"> 1. An appointment is made to discuss this with the class teacher. The class teacher investigates and gives the parent a date for a follow up appointment if necessary. 2. If not satisfied, an appointment to discuss the complaint with the SENCO/ Headteacher will be made 3. If still not satisfied, an appointment with the governor with responsibility for SEN and the Chair of Governors will be made. 4. If the problem is unresolved, the parent may contact the Local Authority about the matter. 5. At any time the parent may seek help from the Parent Partnership Service (see below). <p>If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. It is in the Special Educational Needs toolkit.</p>
21	Information on where the Local Authority's Local Offer is Published	<p>Our contribution to the local offer is: http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=vq5mzHQilxw Our local authority's local offer is published here Sheffield Directory – Local Offer (SEND)</p>