SEND Information Report

September 2022

Reviewed: October 2023

Head Teacher: Mrs E. Lomax

SENDCo: Mr P. Chapman

Welcome to our SEND Information Report which is part of Northumberland County Council’s Local Offer for children and young people with Special Educational Needs.

At St. Paul’s Catholic Primary School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

**What kinds of SEN are provided for?**

Our school currently provides additional and/or different provision for a range of needs, including:

Types of special educational needs can include:

* Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
* Moderate/severe/profound and multiple learning difficulties

**How do we identify and assess children with SEND?**

A special educational need can be a number of different things. For example, a child may be having problems with reading, number work or regulating their behaviour, which can be helped by putting extra support in at school and by working in partnership with parents. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* This may include progress in areas other than attainment, for example, social needs.

Slower progress and/or lower attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, and the views and wishes of the pupil and parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**How do we consult with and involve pupils and parents?**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are
* We will formally notify parents when it is decided that a pupil will receive SEN support.

**How do we assess and review pupils' progress towards outcomes?**

We will follow Northumberland’s graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment or behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

The assessment will be reviewed termly.

We review the effectiveness of support and interventions and their impact on pupil’s progress.

***School Graduated Approach:***

*Child with additional needs identified by Class Teacher or other professional.*

*Teacher will meet with parents to talk through concerns and see if there is an underlying*

*Quality First Teaching.*

*Teacher will differentiate work and assign additional support as needed. They will also liaise with SENDCo for advice.*

*Initial Concern:*

*If issues continue the ‘Initial Concern Form’ is completed with the parent and, where appropriate, the child. The Initial Concern Form will set out targets and timescales for support. It usually runs for up to 6 weeks, but can vary depending on the needs of the child. SENDCo, Teacher and Parents have input into the form.*

*Pupil profile*

*If 1 to 2 rounds of initial concerns do not address the issue the particular child has a ‘Pupil profile’ is completed with Teacher, SENDCo, Parent and where appropriate the child.*

*At this stage advice and support from external agencies is needed and the Child will be entered onto the SEND register.*

*SEN Support Plan*

*If 1 to 2 Pupil Profiles don’t start to address the pupil’s need then a Support Pan needs to be drawn up. This is a detailed document designed to focus in on the precise needs to the child and needs an Educational Psychologist support. If the child’s needs persist this form can be entered as evidence in STAR and COSA applications.*

*STAR (Short Term Additional Resource)*

*This replaces the old Higher Needs Funding. It lasts for one term only and cannot be applied for more than once for the same need. The funding should be spent on resources or support to target the child’s specific need.*

*Or*

*COSA (Consideration of Statutory Assessment)*

*This is the application form for an Education Health Care Plan. It will provide legal support for the child as they move through the education system from 0yrs – 25yrs*

*At any stage with evidence of need and support already provided you can jump ahead to the best stage required to support the child.*

*EHC Assessments*

*If a child’s needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment. This is a very detailed assessment of each child’s needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports. The application process is referred to as a Consideration of Statutory Assessment (COSA). At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.*

*Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school. Education, Health and Care Assessment is only appropriate for a small number of children. Your school SENCO or the Parent Partnership Service will be able to advise you about this.*

**How do we support pupils moving between phases and preparing for adulthood?**

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENDCo will liaise with the SENDCo of the transition school and share support strategies and feedback from parent meetings. A transition plan will be put into place where learners require additional support during transition. Pupils on the SEN register will have additional visits to the transition school where possible.

**What is our approach to teaching pupils with SEN?**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

* Teaching assistants provide one to one and small group support to enable all children to access a differentiated or personalised curriculum
* Small Read, Write Inc. groups are in place to support all pupils from Reception to Year 2. SEND pupils have access to smaller group sizes as needed.
* Fresh Start Reading is used in KS2 to help pupils struggling with reading skills.
* Universally, reading is supported by participation in guided reading groups and targeted children receive 1:1 or additional small group reading sessions.
* Plus 1 and Power of 2, math interventions are delivered to targeted children
* Phonics intervention is delivered to children requiring additional support
* Talk Boost sessions are delivered to targeted children throughout the school to improve speech and vocabulary.
* Lego therapy is used to enhance listening and communication skills, as well as social skill development.
* A range of computer based number and spelling programmes such as J2 Blast, Numbots, Times Tables Rockstar and Spelling Frame, are used to consolidate basic skills.
* Gross motor intervention is carried out where pupils have OT programmes.
* The Warwickshire programme is used to support pupils develop fine motor control.
* ELSA (Emotional Literacy Support), helps pupils develop friendship skills and emotional resilience

**How do we make adaptations to the curriculum and learning environment?**

We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Adaptations to the classroom environment to facilitate learning
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

**What Additional support for learning is in place?**

We have 6 teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis if an intensive program of support is required that warrants 1:1 support. 1:1 support is generally not recommended over a long period of time, as children require the support of peers to share ideas and learn from.

Teaching assistants will support pupils in small groups to carry out interventions as listed above. Teaching assistants will also support small group work in the classroom to allow pupils full access to their learning.

**What other agencies do we work with to provide support for pupils with SEN?**

We work with the following agencies to provide support for pupils with SEN:

* Speech and Language Therapists
* Literacy Specialist Teachers
* ASD Specialist Teachers
* Behaviour/Emotional Wellbeing Support Team
* Sensory Impairment Specialists
* Educational Psychologists
* Physiotherapists
* School Health Advisors
* CYPS
* SEN Support through the Bishop Bewick Catholic Education Trust

**What is our expertise and training of staff?**

Our SENCO has 4 years’ experience in this role and has worked alongside our former SENDCo supporting in this role for a further 4 years. Additionally, our Head Teacher is also an experienced SENDCo.

They are allocated 2.5 hours a week to manage SEN provision.

We have a team of 6 teaching assistants, including a higher level teaching assistant (HLTA) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

* Supporting pupils with ASD
* Development Language Delay
* Read Write Inc.
* Lego Therapy
* Speech Development
* Early Talk Boost
* KS1 Talk Boost
* ELSA (Emotional Literacy Support)

**How do we Secure equipment and facilities?**

Specialist equipment and facilities can be requisitioned from Sensory Support eg. Boom Box for hearing impaired children; Occupational Therapy for toilet frames, specialist furniture, desk slopes and thera-putty. Our site is multi-level but we have installed lifts and have an evacuation chair in the event of an emergency. The SEND Teams provide or recommend resources to support the learning objectives for individual children.

**How do we evaluating the effectiveness of SEN provision?**

We evaluate the effectiveness of provision for pupils with SEN by:

* Reviewing pupils’ individual progress towards their goals each term
* Reviewing the impact of interventions
* Using pupil questionnaires
* Monitoring by the SENCO
* Holding annual reviews for pupils with EHC plans

How do we enable pupils with SEN to engage in activities available to those in the school who do not have SEN?

* All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
* All pupils are encouraged to go on residential trip(s) i.e Robinwood.
* All pupils are encouraged to take part in sports day, school plays and workshops and activities provided by school staff and external agencies.
* Teachers and teaching assistants will have the necessary training to teach and support pupils who are disabled, as the need arises.
* Staff will continue to be made aware of strategies to make “reasonable adjustments” within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum.
* Staff and pupils are to be made aware of disability and understand its effects and accept and support disabled pupils as part of school life (e.g. PSE and Assembly).
* Appropriate staff INSET will be provided, where necessary, to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.

The school accessibility plan can be found on the school website:

<http://www.stpaulsalnwick.co.uk/website/send_report/430989>

How do we provide support for improving emotional and social development?

We provide support for pupils to improve their emotional and social development in the following ways:

* Pupils with SEN are encouraged to participate in school clubs, and extra staffing to these clubs is provided to meet pupils needs.
* Pupils with SEN are encouraged to take on roles of responsibility and representing school at community events.
* Promotion of respect, teamwork and friendships enables all children to be included in school life. We have a zero tolerance approach to bullying.

How do we work with other agencies?

Early Help Assessments (EHA) and Teams Around the Family (TAF) meetings are held to address the needs of the child. These involve professionals from various agencies and voluntary groups, for example, Children’s Services, Early Help Worker, SEND Teams, Educational Welfare, School Health, representatives from MIND and other local charities.

Complaints about SEN provision

Concerns regarding SEN should be addressed to the class teacher in the first instance. If further guidance is needed, then the SENCO / Headteacher should be involved.

If the issue remains unresolved then parents will be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

The Northumberland Parent Partnership Service is a free and confidential service which provides impartial information, advice and support to parents and carers of children and young people with special educational needs so that they can make appropriate, informed decisions about their children's education.

Northumberland Parent Support: <https://www.northumberland.gov.uk/Children/Family/Support.aspx>

Contacts within school for raising concerns:

* Mr Paul Chapman (SENDCo): paul.chapman@stpaulsalnwick.co.uk
* Mrs Eileen Lomax (Head Teacher/ Designated Safeguarding Lead)

Eileen.lomax@stpaulsalnwick.co.uk

* Mrs Lisa Pearson (SEND Governor): lisa.pearson@stpaulsalnwick.co.uk

Other relevant policies are:

* SEN
* Safeguarding
* Behaviour
* Equality and Diversity
* Complaints
* Accessibility

These are available on the school website.