

St Patrick's Catholic Voluntary Academy

Special Educational Needs and Disability (SEND) Annual Report to Parents

September 2020 - July 2021

Governors and staff at St Patrick's Catholic Voluntary Academy value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 0 to 25 years* (DfE, Jan 2015). We believe in providing every possible opportunity to develop the full potential in all children and this is reflected in our policies. These policies can be viewed on the school's web site under policies (www.st-patricks.nottingham.sch.uk).

Special Educational Needs & Disabilities Policy
School SEND Information for Parents
Admissions Policy
Equality Policy
Safeguarding Policy

Key Staff:2020-21

The Special Educational Needs Co-ordinator (SENDCo) is Tess Slight
The SEND governor is Anne-Marie Kavanagh

Teaching Assistants

- 1 Teaching Assistant in each class
- 1:1 Teaching Assistant Support for specific individuals as determined by individual needs **or EHCP**
- 1 ELSA supporting pupils with emotional difficulties.

Number of Pupils with SEND:

Date end of academic year	Pupils on roll	SEND support	Statement/EHCP	Total
2017/18	241 (Incl. 30 F1 pupils)	25 (10.34%)	0 (0%)	25 (10.34%)
2018/19	226	24 (10.6%)	1 (0.4%)	25 (11.06%)
2019/20	216 (Incl.25 F1 pupils)	22 (10.1%)	1 (0.46%)	23 (10.6%)
2020/21	223 (inc 26 FS 1 pupils)	14 (6.3%)	2 (0.8%)	16 (7.1%)

At the end of the academic year 2020/21 the pupil with an **EHCP** transferred to another primary school.

Within the **SEND Support list** pupils have **Provision Maps** which set out the level of support and the interventions required. We have 6 pupils receiving **HLN funding**, this is an increase from 2019-20 when we had 3 pupils receiving this funding.

An EHC was granted for a second pupil in May 2021.

Progress of Pupils with SEND

Pupils who are currently receiving SEND support have made progress towards their individual targets. We know this because meetings are held with parents, the SENDCo and other professionals including staff from the Nottingham City Local Authority Learning Support, Behaviour Support, Educational Psychology Teams, Health, and Speech and Language Therapists to review previous targets and set new ones.

An application for an EHCP assessment for 1 pupil with significant needs was submitted and a PCR was held. The decision was made to grant an EHCP in May 2021.

A parent requested an ECHP for their child in the academic year 2020/21 as they transferred to secondary school. School supported parents in making this application but it was turned down by the LA.

Staff use the EAZMAG assessment tool to provide summative data on a half-termly basis. This is used for all pupils as there is provision to assess SEND pupils on P Levels or on the curriculum for a lower year group if required.

Assessment Tools

- P Levels broken down into PIVATS are used to track the progress of pupils working below the level of the national curriculum.
- Dyslexia Portfolio
- Non verbal reasoning assessments
- STAR Assessment for reading and maths
- Year group assessment trackers relevant to the pupil's abilities

Effectiveness of Provision

Provision for SEND pupils is monitored by the SENDCo. There are regular meetings and reviews with parents, staff and external agencies to monitor the academic and pastoral progress of key SEND pupils. Where needs are identified an intervention is arranged and teaching staff complete intervention grids for their classes. These are shared, discussed and reviewed at Staff Meetings and pupil progress meetings throughout the year.

We are continuing to develop our school provision maps and intervention grids as well as how we evaluate the school's provision to make sure it meets the needs of individual pupils, the school improvement targets and its value for money. We use the Routes to Inclusion (R2i) materials and strategies to support pupils with SEMH needs alongside the work of the school Emotional Literacy Support Assistant (ELSA)

School has a bank of resources and interventions in use to support pupil progress as required and delivered in small groups or 1:1. These include:

- R2i
- NUMICON
- Social Stories
- Theraplay
- Gross Motor Skills Programme
- Social Skills Programme
- ELSA Support
- Toe-by-toe
- Maths Plus 1
- Maths Power of 2
- Nottingham City Routes to Inclusion
- Emotion Coaching
- Colourful semantics
- Reading inference intervention

Etc. This is not an exhaustive list

Training

Our teachers and teaching assistants have received training to enable them to meet the needs of individual children. In addition to this St Patrick's has 'traded service' agreements with the Local Authority's Autism, Learning, Behaviour and Educational Psychologist teams who are brought in to support, train and advise staff in a range of specialist SEND areas.

This year training has included:

- First Aid
- Moving and Handling for specific pupils
- Emotion Coaching Revisit
- HLN bid writing training
- SENDCo Networks

- Routes to Inclusion R2i
- Trauma informed practice in response to the COVID 19 Lockdown
- Engagement Model

As part of the school's SEND provision some pupils and their families have been supported through social care through multi agency meetings. This enables needs to be identified, outcomes set and an action plan formulated with the support of outside agencies involved with the family. This is reviewed regularly at multi agency meetings with the family.

SEND Funding

St Patrick's ensures funding is made available from the school's budget to meet the individual needs of pupils as required. This has included: teaching assistant support in class, 1 to 1, or in groups, small group teaching, speech and language interventions, social and communication skills and support, play time and lunch time adult support, purchasing of specialist resources, staff training, 'traded services' from the local authority, etc

In addition to the general SEND budget application is made to the Local Authority for High Level Need Funding for pupils that require high levels of specialist and/or 1 to 1 support. No new requests were made in this year as children had them in place but 1 emergency bid was made mid-year when a new pupil joined and this was granted.

Disability and Access

The school's admission policy and disability access plans reflect our commitment to St Patrick's being an 'inclusive' school. The Accessibility Plan has been prepared and was reviewed in detail and continuing work towards targets carried out during the Academic Year 2020/21 including additional wheelchair accessible fire doors in the hall.

Communicating with Parents

All parents of pupils with significant SEND needs have review meetings with the SENDCO and other professional support agencies usually in the Autumn and Spring Terms. Parents are given advance notice of these meetings. A copy of the minutes are sent to all who were invited to attend. We aim to work collaboratively with parents to enable them to receive the best support for their children.

In addition, parents of all pupils are given the opportunity to discuss progress with their child's class teacher at Parents' evenings and they receive a formal report once a year. Parents can also discuss any concerns, by appointment, with the class teacher and/or SENDCO particularly if they have concerns or there is a need to review provision or targets more frequently. In addition to this, parents are invited to termly parents' evenings to discuss their child's progress.

Actions for 2020-21 Reviewed

As a school we continually seek ways to improve our inclusion and SEND provision.

This year we aim to:

- Have accurate assessment to monitor 'covid-gaps'. **Use of STAR Assessment, AFL, PIVATS, and provision map review using the assess, plan do review process continues.**
- Continue to ensure termly SEND review meetings. **This continued in the Advent and Pentecost term, due to absence of the SENDCo in Lent Term, SEND reviews were combined with parent consultation meetings online.**
- Train all new staff in Emotion coaching strategies. **New staff received emotion coaching training and fully implemented this as a whole school strategy to support all pupils.**
- Access training around the removal of P Levels. **P Levels remain and the SENDCo attended Engagement Model Training in the Pentecost Term for pupils working below P4.**
- Continue to work closely with outside agencies to support a wider range of pupils with SEND within the restrictions enforced by Covid. **Many external agencies stopped their work in schools due to the continuing covid pandemic. Meetings were organized virtually through TEAMS with external support agencies and staff to meet pupil needs.**
- Review the assessment of pupils with SEND with a view to developing staff knowledge of P scales and the use of PIVATS. **Staff working with pupils working at P Levels received 1:1 training in understanding and implementing P Levels as an assessment tool.**
- Continue to hold progress reviews for all SEND pupils to include Teachers and Teaching Assistants working with these pupils. **This continued termly via teams.**
- Continue to monitor Teaching Assistant Timetables to ensure effectiveness of interventions and offer key stage interventions to maximize time. **Ongoing process of monitoring.**

- Update the SEND policy. To be reviewed in 2021-22 by new SENDCo as previous SENDCo left before reviewing.
- Update the information report to parents. see current document
- Ensure all children on the SEND register have a regularly updated provision map. Provision maps have been updated termly in Advent and Lent Terms. Pentecost provision maps were updated in September 2021 by new SENDCo due to absence of previous SENDCo in Pentecost term.
- SENDCo to complete the national award for SEND Coordination The SENDCo in school during 2020-21 didn't complete the award and has now left the school, the award will be completed by the new SENDCo. The headteacher already holds the award and will continue to support the SENDCO in the role and SEND provision across school until the completion of the award.

Actions for 2021-22

- Provide support and training for new SENDCO through LA, CMAT Hub training and support from family SENDCO throughout the year to ensure strong provision continues.
- Have accurate assessment to monitor 'covid-gaps'.
- Continue to ensure termly SEND review meetings.
- Train all new staff in Emotion coaching strategies.
- Continue to work closely with outside agencies to support a wider range of pupils with SEND within the restrictions enforced by Covid.
- Review the assessment of pupils with SEND with a view to developing staff knowledge of P scales and the use of PIVATS.
- Continue to hold progress reviews for all SEND pupils to include Teachers and Teaching Assistants working with these pupils.
- Introduce performance management for teaching assistants to ensure quality of provision for pupils and continuing CPD opportunities for TAs.
- Update the SEND policy & review Disability Access Policy.
- Update the information report to parents on an annual basis.
- Ensure all children on the SEND register have a regularly updated provision map following SEND Reviews.
- SENDCo to complete the national award for SEND Coordination in 2022-23