

St Patrick's Catholic Voluntary Academy

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

September 2018 - July 2019

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:

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
- 1:1/1:2 Teaching Assistant Support for specific individuals as determined by individual needs **or EHCP**
- 2 Nurturers /part time Teaching Assistants supporting pupils with emotional difficulties.

Number of Pupils with SEND:

Date end of academic year	Pupils on roll	SEND support	Statement/EHCP	Total
2015/2016	218	30 (13.7%)	1 (0.45%)	31 (14.2%)
2016/17	234	35 (14.95%)	1 (0.3%)	36 (5.38%)
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%)

At the end of the academic year 2016/17 the pupil with an **EHCP** transferred to a Special School.

One pupil was diagnosed with epilepsy and the impact on her education was so significant that a Home Tutor was arranged for two mornings and by the end of the year she was able to attend for some sessions in school with the tutor. This role has now been allocated to a Teaching Assistant and an application for HLN funding was submitted but not granted.

The number of SEN children decreased from 2016/17 to 2017/18 as when the register was reviewed a number of pupils were not getting additional support and therefore no longer needed to be on the register but remain closely monitored by staff. There needs were not SEND needs but underachievement or EAL related.

Within the **SEN Support list** pupils have **Provision Maps** which set out the level of support and the interventions required. We have 4 pupils receiving **HLN funding**.

An EHC was granted for 1 pupil in August 2018.

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 August 2018.

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.

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 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.

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:

NUMICON
Social Stories
Gross Motor Skills Programme
Social Skills Programme
ELSA Support

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
- Running record reading training
- Reading recovery training
- Precision Teaching Training
- Emotion Coaching
- Attachment Awareness Training
- Autism Awareness Training
- HLN bid writing training
- Routes to Inclusion
- SEND as an OFSTED focus
- Pre-Key Stage Standards assessment training
- Supporting pupils with ASD in maths

As part of the school's SEND provision some pupils and their families have been supported through the Common Assessment Framework (CAF) process. 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. Currently there are no open CAFs in school.

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. 3 requests were made in this year and 1 of them were granted. 3 carried on from the previous year and are due to rebid next year.

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 during the Academic Year 2018/19.

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 is 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 2019-20

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

This year we aim to:

- Continue to embed Makaton signs and symbols as whole school practice with teachers, teaching assistants and children.
- 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.
- Review the assessment of pupils with SEND with a view to developing staff knowledge of P scales and the use of PIVATS.
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- Continue to hold progress reviews for all SEND pupils to include Teachers and Teaching Assistants working with these pupils
- Continue to monitor Teaching Assistant Timetables to ensure effectiveness of interventions and offer key stage interventions to maximize time.
- Update the SEND policy
- Update the information report to parents
- Ensure all children on the SEND register have a regularly updated provision map