

St Patrick's Catholic Voluntary Academy

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

September 2019 - July 2020

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 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%)

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

Within the **SEND Support list** pupils have **Provision Maps** which set out the level of support and the interventions required. We have 3 pupils receiving **HLN funding** with 1 additional emergency bid made in March which was granted.

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.

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 is 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
- 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
- HLN bid writing training
- SENDCo Networks
- Routes to Inclusion
- Trauma informed practice in response to the COVID 19 Lockdown
- SEND as an OFSTED focus

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 during the Academic Year 2019/20.

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 2019-20 reviewed

Several of the below actions were impacted greatly by the COVID 19 lockdowns Which took place from March 2020 until the end of the academic year.

- Continue to embed Makaton signs and symbols as whole school practice with teachers, teaching assistants and children. – This continues to be a developing area as pupils were out of school for so long during this year.
- Continue to ensure termly SEND review meetings. SEND review meeting we're held in Autumn 2019 and scheduled for a March/April 2020 but we're unable to take place due to lockdown .
- Train all new staff in Emotion coaching strategies. – Training was given for any new staff.
- Continue to work closely with outside agencies to support a wider range of pupils with SEND. – During the autumn term we leashed with agencies as usual. During lockdown, many agencies were adapting how they work and supported via information sharing mostly.
- 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 on P Levels we're given resources and support to assess accurately.
- Continue to monitor Teaching Assistant Timetables to ensure effectiveness of interventions and offer key stage interventions to maximize time. – Whole school/ key stage interventions were set up in the autumn term to ensure that all pupils could access interventions that were relevant without the intervention needed to be repeated several times by different teaching assistants with only 1 pupil from their class. This made the use of teaching assistant time more effective. This was review in the Spring term with adaptations to the interventions we provided and differing pupils until lockdown when interventions couldn't happen.
- Update the SEND policy – SEND policy was worked on with a working party across the CMAT to ensure a consistent, best practise policy.
- Ensure all children on the SEND register have a regularly updated provision map – provision maps were updated in the autumn term with a priority on updating them as soon as possible after lockdown but giving staff some time to get to assess gaps and need after lockdown.

Actions for 2020-21

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'.
- Continue to ensure termly SEND review meetings.
- Train all new staff in Emotion coaching strategies.
- Access training around the removal of P Levels.
- 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
- 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
- SENDCo to complete the national award for SEND Coordination