

# SEND information Report to Parents

The kinds of SEN that are provided for at Saint Patrick's.

Our policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO.

Our arrangements for consulting parents of children with SEN and involving them in their child's education.

Our arrangements for consulting young people with SEN and involving them in their education.

Our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Our arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.

Our approach to teaching children and young people with SEN.

How we make adaptations to the curriculum and the learning environment of children and young people with SEN.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

Our arrangements for handling complaints from parents of children with SEN about the provision made at the school.

How we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

Our support for improving emotional and social development.

How we evaluate the effectiveness of the provision made for children and young people with SEN.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.

Our support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

# SEND information Report to Parents

**The kinds of SEN that are provided for at Saint Patrick's.**

We recognise that each child has individual needs that are specific to them but some of their needs may fall into one or more of the following categories.

## **Specific Learning Difficulties**

This category refers to children who have been diagnosed with a specific need such as dyslexia.

**Moderate or Severe Learning Disabilities**  
This category of children have a condition which affects their cognitive abilities.

## **Profound and Multiple Learning Disability**

This category refers to children who have a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent.

## **Visual Impairment**

This category refers to children with any visual difficulties or sight loss.

## **Autistic Spectrum Disorder**

This category refers to children diagnosed with either Autism or Asperger's Syndrome.

## **Social, Emotional, Mental Health Needs**

This category refers to children who struggle to understand their feelings and emotions and find social situations difficult.

## **Hearing Impairment**

This category refers to children with any hearing difficulties or hearing loss.

## **Multi-Sensory Impairment**

This category refers to children with both visual and hearing impairments.

## **No Specific Assessment**

This category refers to children who are experiencing learning difficulties but currently do not have a specific diagnosis.

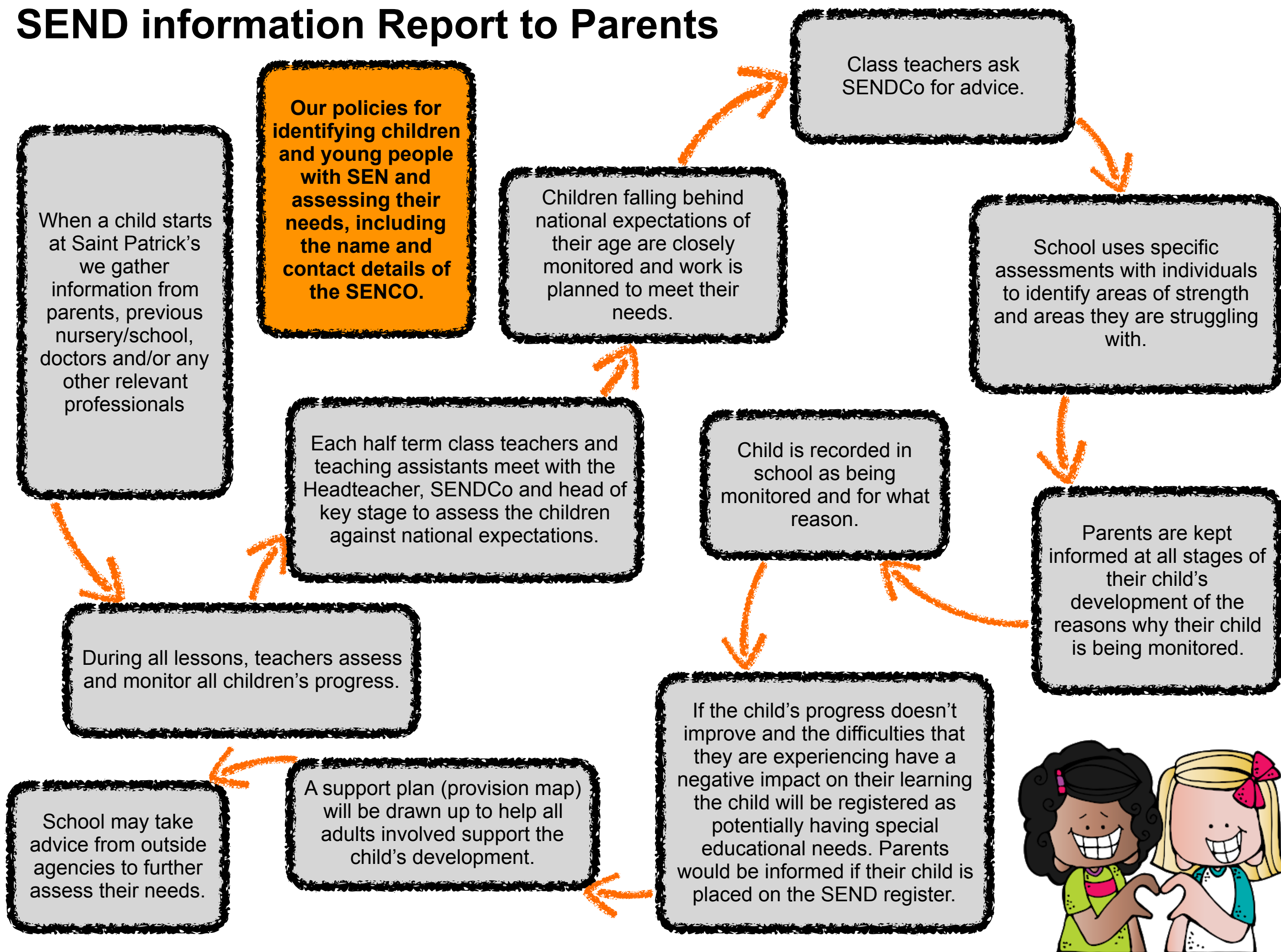
## **Physical Disability**

This category refers to children who have a physical need.





# SEND information Report to Parents



# **SEND information Report to Parents**

**The SENDCo for Saint Patrick's is  
Mrs Tess Slight**

**You can contact Mrs Slight via the school office  
on 0115 915 2961**

**Or via email**

**admin@St-Patricks.nottingham.sch.uk marking  
the subject with FAO SENDCo**



**Further information about SEND at Saint  
Patrick's is also available via our school  
website**

**[www.st-patricks.nottingham.sch.uk](http://www.st-patricks.nottingham.sch.uk)**



# SEND information Report to Parents

If you think your child may have SEND needs and you are concerned about their progress, make an appointment to discuss your concerns with your child's class teacher. You can also ask to talk to the SENDCo about your concerns or any suggestions given to you by outside professionals to help your child for example paediatricians, speech and language therapists etc.

**Our  
arrangements  
for consulting  
parents of  
children with  
SEN and  
involving them  
in their child's  
education.**

If you have concerns about child's health or any other medical need talk to your doctor. You can ask your doctor to refer your child for further assessment if you are still concerned for example to see a paediatrician, for speech and language therapy, for a hearing assessment etc.

Teamwork is the best way to ensure the most effective progress for children with SEND. Therefore if a child is placed on the SEND register then school, parents and any external agencies will work together to have the best impact.

Termly SEND review meetings will be held in school. The child's class teacher and teaching assistant will meet with the SENDCo to discuss progress and set new targets and discuss what extra provision we can provide to close the gaps and what in-class strategies we can use to support the child. Parents are always invited to these meetings to contribute their ideas and find out more about what we do in school. Pupil voice meetings are held to ensure the child's feelings and wishes are included in the review.

Once the provision meetings are held, minutes of the meeting, a new provision map and the pupil's updated personal profile will be sent to parents so they can know exactly what school do for their child and also support in similar ways at home.

Parents' evenings are also held each term as another way of getting updates about pupil's progress.

Parents are welcome to make meetings with class teachers or the SENDCo in-between these meetings if they have concerns or want to discuss progress.



# SEND information Report to Parents

All Children are always encouraged to speak to their teachers and teaching assistants. They also have 2 ELSA trained nurturers in school to speak to and are made aware of the safeguarding staff in school who they can speak to.

**Our arrangements for consulting young people with SEN and involving them in their education.**



Children on the SEND register are asked termly for their views to form part of the termly review meetings which occur.

The Senior Leadership Team (SLT) conduct regular pupil voice interviews with children across school, including those with SEND needs, to gather information about how children view their learning and feed back to staff to make any improvements necessary.

Children on the SEND registers are aware of their targets and interventions and support is explained to them so that they know that they are making progress.

Children on the SEND register are involved in creating one page pen portraits of themselves to share information about what helps them learn and what creates barriers to their learning. They know this information will be shared with adults to help them learn and succeed.



# SEND information Report to Parents

Staff use their Planning, Preparation and Assessment time on a weekly basis to assess, plan for, provide for and review children's needs. In this way all staff across the classes become familiar with all children's needs.

At the end of each year, transition pupil progress meetings will be held with the Head Teacher, SENDCo and staff from classes. Within these meetings the needs, abilities and support strategies for all pupils are discussed to monitor and ensure progress and smooth transition.

**Our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.**

Prior to entry to Nursery the staff will meet you and your child. At this point they will discuss with you your child's needs and abilities and support you in completing data paperwork needed for school.

Wherever possible, transition sessions are planned between classes for pupils to spend a session with their new teacher before the end of the school year.

All pupils visit their secondary school for a least a day prior to transition. In certain cases the number of transition sessions may be increased or supported by school staff or specialists to ensure as secure as possible transition between schools.

Transition meetings are held between the transition staff from secondary schools and St Patrick's year 6 teacher, SENDCo, Head Teacher to discuss individual pupils before the end of the summer term between years 6 and 7.

For pupils with complex or significant SEND the SENDCo from the receiving secondary school will be invited to reviews and Team Around the Child meetings once the child has been offered a place.



# SEND information Report to Parents

The Senior Leadership Team (SLT) carry out lesson observations regularly. They look for opportunities where children with SEND are suitably differentiated for and provided with the necessary support they need to succeed in line with all other pupils. They will make recommendations to staff on how to provide for the individual needs of their class.

**Our arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.**

All teachers use assessment grids in all subjects to ensure children are working towards the yearly targets for English and Maths, and the half-termly targets in topics. These assessments may also include P level, pre key stage assessments and PIVATS.

This on-going assessment forms part of end of term assessments results which are monitored by SLT and give information about progress. Saint Patrick's use a range of summative assessments to also inform teacher assessments such as PIRA, PUMA, Testbase and Rising Stars.

The Senior Leadership Team (SLT) carry out book looks regularly. They look at the children's work to see where necessary support has been used. They look for coverage, age appropriateness, differentiation, presentation and look at work from all pupils in the class. They will make recommendations for any areas to improve.

Reviews are held termly for children on the SEND register. Teacher, teaching assistants, parents and the SENDco meet to discuss progress and set new targets for the coming term. Children will be asked to set themselves personal targets and their views will be asked for via a pupil voice questionnaire before the review meeting.

From this review meeting a new provision map will be drawn up to ensure the most accurate and appropriate support for the child.

We implement a plan, do, review approach - meaning that we plan supportive provision, do it and then review it to see if this is meeting the child's needs and will adapt it to make a new plan and then start the cycle again.

For children on the SEND register, teachers will plan interventions for extra support. The intervention should work towards the targets on their provision map in order to close up their small gaps and ensure they are making progress. The impact of the interventions will be monitored by the class teacher and the SENDco.

Pupil progress meetings are held termly with class teachers, class teaching assistants and SLT. We review the progress of all pupils and will discuss the progress of children with SEND needs also.



# SEND information Report to Parents

All children are entitled to a high-quality education and it is staff's duty of care to make adaptations to their lessons in order for all learners to succeed. At Saint Patrick's we value an inclusive education for all.

To be able to effectively support children with additional needs we feel it's very important to keep our staff well educated and up-to-date with understanding different conditions and needs and strategies to support these we therefore offer many staff training opportunities throughout the year.

To be able to support children's SEMH needs we implement emotion coaching throughout school and use our ELSA team. We feel talking about emotions and feelings and acknowledging that it's ok to have feelings but we need to learn how to deal with them is extremely important.

All children have weekly PSHE lessons with our ELSA trained staff based around our statements to live by to help all learners develop in Personal, Social and Health Education in line with our Catholic values.

**Our approach to teaching children and young people with SEN.**

In class we use a range of equipment to support children with SEND needs such as: numicon, talking tins, word mats, iPads, laptops, fidget toys, wobble cushions, ear defenders, timers, coloured overlays and many more. We look carefully about what the individuals needs are, what support is effective is research and continue to monitor and review the impact of their effects.

Where necessary, reasonable adjustments to the school's behaviour policy are made to support children to be able to follow the school's code of conduct whilst understanding that they may need smaller steps included to enable/support them to manage their own behaviour,

As a Catholic School our ethos is rooted in the Gospel values, we respect, include and value every child as a unique individual. Each person is created in the image and likeness of God with a range of individual talents and gifts. We celebrate our differences and welcome the contribution made by all.

We offer a number of interventions and support with teaching assistants, teachers and outside providers to close gaps and help children to make progress such as precision teaching, inference intervention, social skills groups, gross motor skills interventions, colourful semantics and continue to review and monitor these as appropriate. If a child or group display new or different difficulties that may need a different intervention we explore effective strategies and implement them in a timely manner.



# SEND information Report to Parents

If a child needs further support and is placed on the SEND list parents/carers will be informed and an individual provision map will be completed by the class teacher and teaching assistant detailing the child's area of need, targets set for the child and what, how, when and by whom support will be given. This will be reviewed every term by the SENDCo, teacher and teaching assistant to assess the effectiveness of the plan.

We offer all children universal provision in line with the local offer and to support all learning needs the school follows the Nottingham City provision maps to ensure a consistent approach to teaching and learning in all classes. These can be seen by following the link below:  
<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Teachers provide a differentiated curriculum to ensure the learning and teaching styles used match the needs and levels of ability of all pupils within the class.

If a child needs further specialised support the SENDCo will take advice from outside professionals who specialise in supporting children with varying needs.

**How we make adaptations to the curriculum and the learning environment of children and young people with SEN.**

In a very few cases, parents/carers may be advised to apply for an Education and Health Care Plan to support very complex and significant needs. The school would support the parents/carers in this. More information can be found on the following website:

<https://www.asklion.co.uk/kb5/nottingham/directory/advice.page?id=P2eOQyKrnUs>

In cases where there a large number of professionals involved with a child a Common Assessment Framework (CAF) may be organised to facilitate all the professionals meeting regularly (every 6-8 weeks) to plan for the help needed from each agency and to discuss and ensure the child's continuing progress.

In some very specific cases a child may need a high level of support and a totally personalised curriculum. In these situations the school, in negotiation with outside professionals and parents, may apply for additional High Level Needs funding or specialised equipment to meet the needs of the child.





# SEND information Report to Parents

Staff have access to a wide range of in-house training for a range of SEND needs carried out by the SENDco and Headteacher.

The head teacher, holds the National Award for SEND Coordination and is trained as a Designated Safeguarding Lead (DSL). She attends regular DSL updates as well as being qualified to train others. She has previously carried out the role of SENDCo.

A number of staff have accessed moving and handling training for pupils.

Our school SENDCo accesses a wide range of training via the autism support team, Nottingham City Council, Inclusive Education Service and the Educational Psychology service.

All staff and pupils are learning Makaton, a version of sign language.

All staff have annual safeguarding training as a minimum which addresses areas such as vulnerable children including SEND pupils.

All staff have had emotion coaching and restorative justice training.

All staff have received Autism Awareness training, delivered by the autism team.

**The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.**

All staff are made aware of any reports and advice received from external agencies to inform their teaching of pupils with SEND needs.

We have qualified first aiders in every phase of school.

Staff have had attachment awareness training.

Staff have received training in how to use PIVATS, an assessment tool for children working below their key stage expectations.



# SEND information Report to Parents

Our aim is that all lessons are accessible by all pupils.

Teachers differentiate lessons bearing in mind the individual needs of their class in line with the Nottingham City provision maps.

School trips happen in all classes and are open to all of the children. Teachers plan for children with individual needs to ensure that the trip will be a positive experience for all.

The whole school is built on one level with no stairs and a disabled toilet is easily accessible.

Residential trips are offered throughout school in various classes, adaptations and flexibility are possible to ensure that the trips are inclusive for all pupils.

Breakfast club and after school clubs are open to all children with discussion with the outside provider.

School provides a sensory room with access to usual, tactile and other sensory stimulus.

We work closely with parents/carers to ensure adaptations to trips are appropriate and if necessary they could support with alternative transport arrangements.

Although, we cannot endorse any specific provider, school will signpost parents/carers to outside providers of before or after school care facilities.

On our school website in the SEND tab, there are links to outside agencies that can offer support and activities for families with SEND needs.

School has a medical room for any needs to be attended to.

**How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.**





# SEND information Report to Parents

The head teacher, deputy head teacher and other senior leaders carry out lesson observations in all classes every half term to ensure that the teaching is at least good. They make recommendations to staff on how to provide for individual needs within their class.

Pupil progress meetings are held termly with the class teacher, head teacher and SENDCo to review the progress of all pupils.

The head teacher, deputy head teacher/SENDCo carry out environment learning walks to ensure that the environment in each classroom is suitable and effective for our SEND learners. For example, checking visual timetables are displayed, appropriate resources are easily accessible etc.

The head teacher, deputy head teacher and other senior leaders carry out regular scrutiny of children's books to look at progress, presentation, age appropriate teaching, coverage of the curriculum and differentiation (matching the work provided to the different needs of all the pupils). They will make recommendations to teachers on any areas for development.

Reviews are held every term for the pupils on the SEND list with the class teacher, teaching assistant, SENDCo and the parents/carers. The views of the child are gathered before the review to be shared at the meeting. The child's progress is discussed and a plan is put together to ensure further progress.

For children who are on the SEND list class teachers will plan interventions that may require the child to be taken out of class individually or in a small group for extra support. The impact of the interventions on your child's progress will be monitored by the class teacher & SENDCo.

We work closely with the Our Lady of Lourdes Director of Performance and standards who assessing our SEND provision.

**How we evaluate the effectiveness of the provision made for children and young people with SEN.**

We work closely with the Inclusive Education Service who monitor and evaluate our SEND provision.



# SEND information Report to Parents

Saint Patrick's takes all allegations of bullying very seriously and they would be fully investigated. Our behaviour system would be used to deal with any founded allegations and parents would be fully informed.

All Children are always encouraged to speak to their teachers and teaching assistants. They also have 2 ELSA trained nurturers in school to speak to and are made aware of the safeguarding staff in school who they can speak to.

At unstructured time, such as playtimes, children with additional needs are supported by teachers, teaching assistants and our ELSA staff. This can help to relieve anxiety for the children and help them to be involved in playground activities.

Children on the SEND register are asked termly for their views to form part of the termly review meetings which occur.

Children on the SEND registers are aware of their targets and interventions and support is explained to them so that they know that they are making progress.

The Senior Leadership Team (SLT) conduct regular pupil voice interviews with children across school, including those with SEND needs, to gather information about how children view their learning and feed back to staff to make any improvements necessary.

Our PSHE lessons, daily liturgies and Catholic teachings convey our Catholic ethos of valuing everyone one of God's children and teach them not to judge or exclude anyone due to any differences. We know this is an effective strategies to prevent bullying.

Children on the SEND register are involved in creating one page pen portraits of themselves to share information about what helps them learn and what creates barriers to their learning. They know this information will be shared with adults to help them learn and succeed.

During PSHE lessons all pupils are educated about what bullying is, why it is not acceptable, what to do if you see bullying happening or feel it's happening to you.

**Our support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.**

Childline posters are displayed around school so children know who to contact outside of school for any support or advise.





# SEND information Report to Parents

As a Catholic School our ethos is rooted in the Gospel values, we respect, include and value every child as a unique individual. Each person is created in the image and likeness of God with a range of individual talents and gifts. We celebrate our differences and welcome the contribution made by all.

We follow the diocesan Statements to Live By to guide our pupils and inform teaching and learning and to support our PSHE curriculum. Each class has a weekly PSHE lesson with our ELSA trained staff to develop social and emotional skills.

Our Parish Priest leads masses in school at at our church which our trust chaplains and children plan and prepare.

Our pupil voice team is made of representatives from years 1-6 who were voted by their classmates. All pupils are supported and encouraged in putting themselves forward for this responsibility. The committee meet regularly with the headteacher.

Our year 5 class work as part of the chaplaincy team supported by the trust chaplains and Mrs Cotter. All children are encouraged to put themselves forward for this opportunity and live out the values of the Catholic ethos.

We have two Emotional Literacy Support Assistants (ELSA), Mrs Cotter and Miss Wall. If staff feel children would benefit from spending time with them they will make a referral to the ELSA team and extra support would be given through the consultation of teachers and parents.

**Our support for improving emotional and social development.**

Our Relationship, Sex Education (RSE) curriculum is based on that suggested by the Diocese of Nottingham.

We have an Education Welfare Officer (EWO) who works across our trust schools supporting parents to ensure good attendance and punctuality of their children.



# SEND information Report to Parents

We work closely with outside agencies to draw upon their support and advice.

As a school, we use CPOMS for logging information about children to ensure that all adults in school are kept informed about a child's needs and developments in a timely and confidential way.

Care plans are created for children with medical needs in conjunction with parents/carers, school nurses, staff and outside agencies related to the medical needs.

We work with the following outside agencies:

- School nursing team
- Behaviour support team
- Educational physiologist
- Inclusive education service
- Visual and hearing support teams
- Austin team
- Children and Adolescent Mental Health Service (CAMHS)
- Paediatrician
- Speech and Language therapy service
- Physiotherapists
- Occupational therapists
- Social services
- Sensory team
- Children's centres

Any other agencies that has a specific skill needed to support a child's individual needs.



**How we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.**

All staff have regular, up-to-date safeguarding training to help them identify and support children and families. Should you ever have any concerns or feel your family may need further support please speak to the headteacher or SENDco who are both designated safeguarding leads at Saint Patrick's. Our safeguarding policy is available on our school website and we want parents to feel that this is a supportive way to access help for you and your family.



# SEND information Report to Parents

If you feel your child is not receiving appropriate provision please speak to your child's class teacher to discuss your concerns and they will work to rectify the issues where possible.



If after speaking to your child's class teacher, you still feel unhappy about your child's support then please make a meeting to discuss your concerns with the SENDCo.



If you still feel that your child is not getting the correct support then the Head teacher will become involved in trying to rectify your concerns.



**Our  
arrangements  
for handling  
complaints  
from parents  
of children  
with SEN  
about the  
provision  
made at the  
school.**

An official complaint can be made by following the school's complaints policy which can be found on our website using the link below:  
[www.st-patricks.nottingham.sch.uk](http://www.st-patricks.nottingham.sch.uk)

