

St Patrick's Catholic Voluntary Academy

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

September 2022 - July 2023

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: 2022-2023

The Special Educational Needs Co-ordinator (SENDCo) is Jen Cannell
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 + Mental Health First Aider, supporting pupils with emotional difficulties.

1 TA Leading on Forest Schools with a focus on Mental Health and Well being

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%)
2021/22 (Summer 22 census)	231 (inc 20 FS1 Pupils)	21 (9%)	1 (0.4%)	22 (9.5%)
2022/2023	214 (inc 13 FS1 pupils)	18 (12%)	1 (0.46%)	19 (11%)

At the start of the 2022/2023 academic year **SEND Support list** pupils had **Provision Maps** which set out the level of support and the interventions required for each pupil. We have 5 pupils receiving **HLN funding**, this is an increase from 2021/2022 when we had 4 pupils receiving this level of funding.

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.

63 % of pupils on SEND register are accessing the majority of the curriculum at an age related expectation

32 % of pupils on SEND register are attaining the expected standard for their year group in either/ all core subjects of Reading, writing or Maths.

There was one application requested by school or parents during this academic year for an EHCP. The Local Authority have approved Phase 1 and it has now passed to Phase 2

For the child with an EHCP an emergency Review took place in November 22, after discussions with parents and agencies involved in her case. Specialist provision was requested by parents for pupils future education which all agencies supported. Pupil was offered a place at a specialist provision from September 2023 which they did uptake.

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 Pre- Key Stage Standards assessment 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.
- ☐ Pre Key Stage Standards
- ☐ Dyslexia Portfolio
- ☐ Non verbal reasoning assessments
- ☐ STAR Assessment for reading and maths
- ☐ Year group assessment trackers relevant to the pupil's abilities
- ☐ Routes to Inclusion

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. An action for the coming year will be to formalise this process to include closer monitoring of the impact of these interventions.

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, to ensure provision for pupils with SEND is effective and is 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). Children are identified for inclusion in the Forest Schools Programme on a half termly basis based on their SEMH needs.

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
- NELI
- Nottingham City Routes to Inclusion
- Emotion Coaching
- Colourful semantics
- Reading inference intervention
- Forest Schools Access

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
- ☐ Use of Visuals to support learners with ASD
- ☐ Power of Pupil Voice
- ☐ Emotion Coaching Revisit
- ☐ HLN bid writing training
- ☐ SENDCo Networks
- ☐ Resilience Training
- ☐ Circle of Adults
- ☐ Isabella Wallace – TA Support within Lessons

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 (nominal funding £6000 per SEND pupil) 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, SENDCo release time, 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. One new request and repeat bids in line with the cycle were made in this year; 1 emergency bid was made mid-year for a pupil who was impacted by bereavement.

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 2022/2023. Additional wheelchair accessible fire doors were fitted 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 in the Advent, Lent and Pentecost Terms. Parents are given advance notice of these meetings. Pupil voice is always taken in advance of these meetings to ensure the child's needs and wishes are heard as part of the SEND Review cycle. 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 2021-22 REVIEWED

- Undertake review of interventions currently being used in light of EEF Research based recommendation and train staff accordingly. **Deployment of TA continues to monitored in line with EEF guidance regarding appropriate deployment of TAs. Staff trained in SALT supported to deliver SALT intervention to a range of learners in different year groups**
- Plan for a cycle of Assess Plan Do Review so interventions are planned and delivered more effectively impacting on pupils **Termly meetings undertaken with pupils parents and staff. Opportunity for all stakeholders to share voice to ensure the needs of the learner are both heard and met. Introduction this year of pupil strengths to help inform intervention around support for needs**
- Formalise intervention process to include closer monitoring of the impact of these interventions on progress of pupils. **Actioned**
- Update the SEND policy & review Disability Access Policy. **Policy updated in line with trust annual cycle**
- SENDCO to complete the national award for SEND Coordination in 2022/23 **Ongoing – Course deadline for submission 1st November. Result of qualification in December**

Actions for 2022-2023

- 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.
- Undertake research alongside Whole School SEND, with a focus on Preparing for Adulthood in the Earliest Year (PfAEY) Share finding with STL and wider trust
- Access training support from the inclusive education service in response to increased needs of pupils entering the learning environment. Particular focus on high incidence SEND such as Autism and ASD

Key Abbreviations

EHCP – Education Health Care Plan

HLN Funding – Higher Level Needs Funding

LA – Local Authority

SLT – Senior Leadership Team

BST – Behaviour Support Team

ASD Team – Autism Spectrum Disorder team

SALT – Speech and Language Therapist

EP – Education Psychologist

IES – Inclusive Education Service

EEF – Education Endowment Foundation