

Staff in  
school who  
lead on  
SEND

Policies for  
Supporting  
pupils with  
SEND  
needs

Consulting  
parents  
and  
gathering  
parent  
voice

Teaching  
Approach

Transition support for pupils  
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SEND  
needs  
supported  
at St  
Patrick's

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Improving  
SEMH

Measures to  
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bullying

Children with SEN are  
enabled to engage in  
activities alongside their  
peers

# Annual Report to Governors 2024-2025



Staff in  
school who  
lead on  
**SEND**

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ham.sch.uk



Jen Cannell  
**SENDCO**

**0115  
9152961**



Luisa  
Ferrara  
**Headteacher**



Esther Wall  
**ELSA**  
Forest School  
**Mental Health  
First Aider**

- Governor for SEND – Anne Marie Kavanagh
  - Mental Health First Aiders –  
Mrs Sarno/ Miss Lane/ Miss Wall
    - 1 TA Per class
- 3 x TA working within The Beehive / 2 x  
1:1 TA supporting pupils with specific  
needs or EHCP



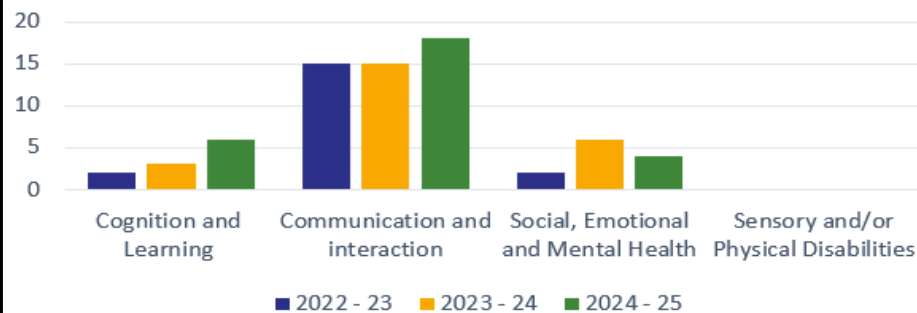
# Annual Report to Governors 2024-2025



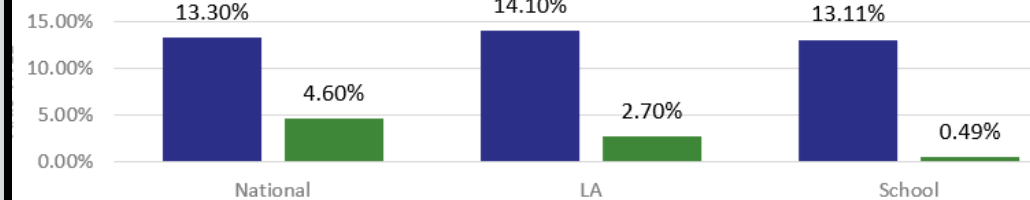
Governors and staff at St Patrick's Catholic Voluntary Academy value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 0 to 25 years (DfE, Jan 2015)

SEND  
needs  
supported  
at St  
Patrick's

### Broad Area of Need Three Year Trend



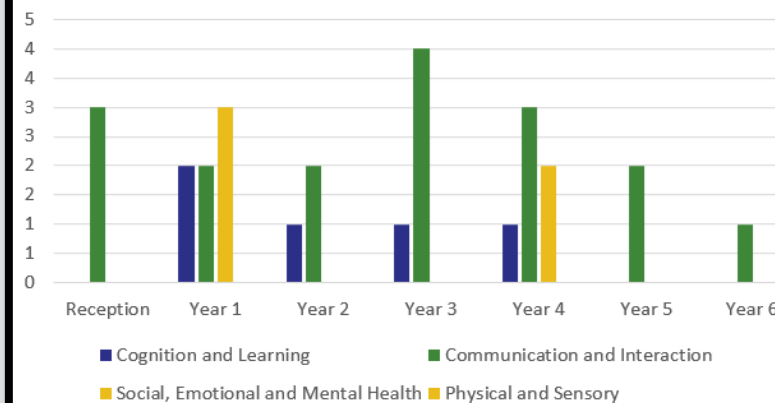
### Percentage of Children with SEN 2024-25



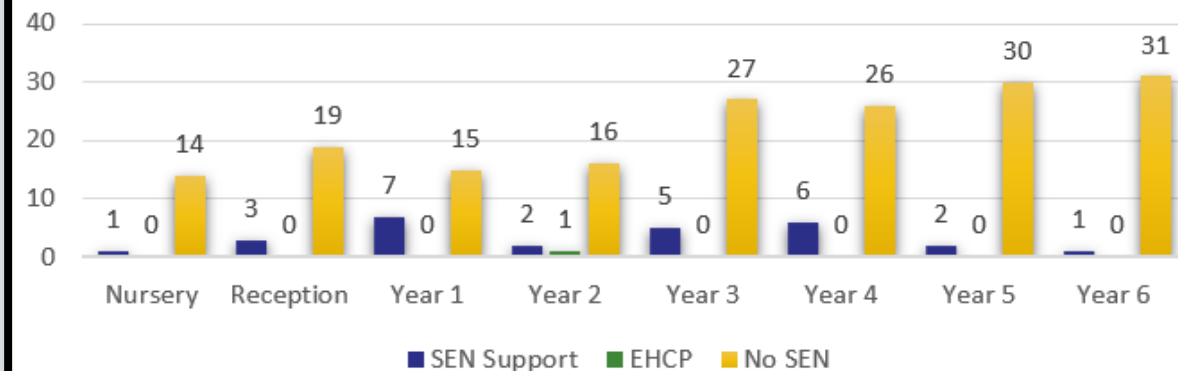
The 4 broad  
areas of need



### Broad area of need by year group



### Students with SEN by Year 2024-25





# Annual Report to Governors 2024-2025



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.sc.h.uk](http://www.st-patricks.nottingham.sc.h.uk)

Policies for  
Supporting  
pupils with  
**SEND**  
needs



Special Educational  
Needs and  
Disability Policy

CLICK HERE



Admissions  
Policy

CLICK HERE



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 2024/25 including a ramp into the Year 1 classroom

[Accessibility Plan and Policy](#)

Equality  
Statement

CLICK HERE



Safeguarding  
Policy

CLICK HERE



# Annual Report to Governors 2024-2025

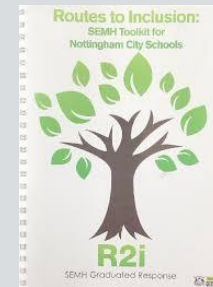


As a Catholic School our ethos is rooted in the Gospel values, we respect, include and value every child as a unique individual. Each person is created in the image and likeness of God with a range of individual talents and gifts. We celebrate our differences and welcome the contribution made by all.

We offer a number of interventions and support with teaching assistants, teachers and outside providers to close gaps and help children to make progress.

We continue to review and monitor these interventions 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.

## Teaching Approach



- Access to the Schools Enhanced Provision – The Beehive
- Social Stories
- Widgit
- Theraplay
- Gross Motor Skills Programme
- Social Skills Programme
- ELSA Support
- Emotion Coaching
- Colourful Semantics

In addition school work closely with the Local Authority's Routes to Inclusion (R2i) team to implement the R2i materials and strategies to support pupils with SEMH needs.

In class we use a range of equipment to support children with SEND needs such as: numicon, 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.





# Annual Report to Governors 2024-2025



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



If a child receives additional support in discussion with parents they will be placed on the SEND register. All pupils on the SEND register have a personalized provision map which is created by class teacher and teaching assistant, along with parents and SENDCo. On this document specific information on pupils strengths, needs, strategies of support and personal targets are shared

This academic year, the school has also created a Curriculum adaptations documents

for each of our Curriculum subjects. These documents clearly outline the adaptations

pupils can expect to receive for their specific areas of need. To view these documents follow the link [Curriculum Adaptations for SEND](#)

## Adaptations for Pupils with SEND

In some specific cases more targeted support will be required. In these situations the school, in negotiation with outside professionals and parents, may apply for additional High Level Needs funding.

If a child needs further specialised support, the SENDCo will take advice from outside professionals who specialise in supporting children with varying needs. These agencies include: Behaviour Support Team, Educational Psychologist, Autism Team and Learning Support Team



# Annual Report to Governors 2024-2025



Safeguarding  
Training  
+  
KCSIE

Colourful  
Semantic

Hickman Line  
Training

Curriculum  
Adaptations  
Training

Enhanced  
Provision  
Training  
  
Trust Led

Paediatric  
First Aid +  
First Aid in the  
Workplace

Positive  
Handling

Stoma Care  
Training

Staff  
Training

A Culture of  
Inclusion

Attention  
Autism

HLN Bid  
Training

SENDCo  
Network

Supporting  
Reading  
Across the  
school



# Annual Report to Governors 2024-2025



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 class teacher, you still have concerns, please call or email the SENDCo using the contact details on this report

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

An official complaint can be made by following the school's complaints policy which can be found on our website using the link below:

[CLICK HERE](#)

Complaints  
Procedure



# Annual Report to Governors 2024-2025



If you believe your child may have a **SEND** need 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.

**Consulting  
parents  
and  
gathering  
parent  
voice**

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.



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 ensure effective provision is in place.

Termly **SEND** review meetings will be held in school. The child's class teacher will meet with parents and 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 your child.

In addition, parents of all pupils are given the opportunity to discuss progress with their child's class teacher at **Parents' evenings** in October and March and they receive a formal report once a year.

Parents can also discuss any concerns, by appointment, with the class teacher and/or **SENDCo**

# Annual Report to Governors 2024-2025



## Transition support for pupils with SEND

Prior to entry to Nursery, or the class setting (for in year transitions) the staff will meet you and your child. At this point they will discuss with you your strengths and needs 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.

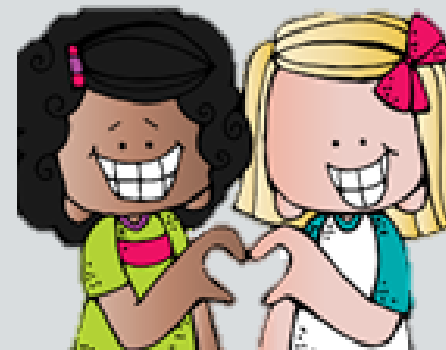
Transition meetings are held between the transition staff from secondary schools and St Patrick's year 6 teacher, SENDCo, Head Teacher to discuss individual pupils before the end of the summer term between years 6 and 7.

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.

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.

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.

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.





# Annual Report to Governors 2024-2025



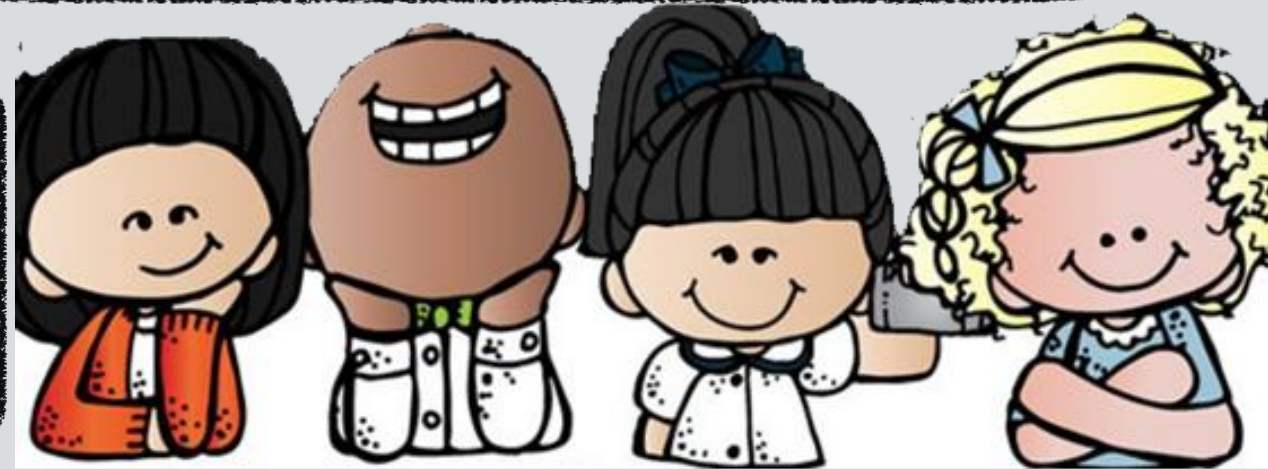
The Senior Leadership (SLT) has a rigorous monitoring schedule to ensure provision is in place for all pupils. Monitoring includes book looks, lesson visits, pupil, staff and parent voice. Outcomes of monitoring is shared with staff to inform future teaching and learning.

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.

Arrangements for assessing and reviewing children and young people's progress voice

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.

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.





# Annual Report to Governors 2024-2025



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

**Involvement  
of External  
Agencies**

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

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.

We work with the following outside agencies:

School nursing team  
Behaviour support team  
Educational physiologist  
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  
Children and Families  
Neurodevelopmental Pathway

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

# Annual Report to Governors 2024-2025



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 have an Emotional Literacy Support Assistant (ELSA), 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.

The school also offers a Forest School provision to support SEMH needs by building confidence, resilience, and emotional regulation through outdoor, hands-on learning in a calm, natural environment.

We have a weekly value to live by which is coupled with an aspect of Catholic Social teaching to guide our pupils and inform teaching and learning and to support our PSHE curriculum. In addition each class has a weekly PSHE lesson which follows the TenTen Curriculum

Improving  
SEMH

Our Relationship, Sex Education (RSE) curriculum is taught through TenTen which is statutory compliant. It has also been approved by Diocese of Nottingham, that teaching is inline with the Catholic faith

Pupils from our year 5 and 2 class work as part of the chaplaincy team supported by the trust chaplain. All children are encouraged to put themselves forward for this opportunity and live out the values of the Catholic ethos.

# Annual Report to Governors 2024-2025



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

Teachers adapt lessons giving careful thought to the individual needs of their class in line with provision maps.

School provides a sensory room with access to tactile and other sensory stimulus to ensure dysregulated pupils have a space to regulate and return back to class as quickly and safely as possible

The Catholic Ethos of our school actively promotes inclusion in recognising that everyone is created in the image of Christ. We celebrate differences and value the contribution that each individual makes to the whole community.

Displays, resources and books reflect the diverse nature of our world so every child can see themselves and be seen as a hero.

Our equality policy and academy equality objectives ensure pupils with disabilities are not treated less favourably than other pupils

Residential and other trips are offered throughout school in all classes. Adaptations and flexibility to schedules, groupings and activities are considered to ensure that the trips are inclusive for all pupils. Teachers plan for children with individual needs to ensure that the trip will be a positive learning experience for all

The school's learning environment is trauma informed with additional reasonable adjustments made for pupils with disabilities so they can take advantage of the education, benefits, facilities and services we provide

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

Children with SEN are enabled to engage in activities alongside their peers





# Annual Report to Governors 2024-2025



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.

The school also follows the **OPAL** approach to improve playtimes, promoting inclusion, cooperation, and positive social interactions, ensuring our playgrounds are a happy, safe school environment.

Children are taught the acronym **STOP** to understand bullying:  
**Several Times On Purpose** helps them recognise bullying,  
and **Start Telling Other People** encourages them to speak up and seek help.

All Children are always encouraged to speak to their teachers and teaching assistants. They also have **ELSA** trained nurturer in school to speak to and Team Super our Safeguarding team

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

Measures to prevent bullying

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

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.

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.

Reviews are held every term for the pupils on the SEND register 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.

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.

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.

Evaluating  
the  
effectiveness  
of Provision

We work closely with the Our Lady of Lourdes Director of Performance and standards who leads on SEND Provision.