



St Patrick's Catholic Primary School SEND Report

SEND Leader - Jeni Edwards
SEND Governor- Jan Parle

St Patrick's Catholic Primary school places a strong focus on high aspirations and on improving outcomes for children with special educational needs and /or disabilities. We strive to fully support all children to enable them to have a successful and enjoyable education.

This report complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Children and Families Act 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- Dyslexia Friendly Policy
- Removing Barriers to Learning

The kinds of special educational needs for which provision is made at school.

- St Patrick's school is a mainstream setting, which caters for pupils with a wide range of **special educational needs and disabilities**. These needs relate to the four broad areas identified within the Code of Practice 2014.
- Children with specific learning needs are catered for within an inclusive working environment wherever possible and the school staff work closely with a variety of outside agencies to ensure children and their families are supported.

Policies and procedures for identifying children with SEND and assessing their needs

The schools Inclusion Team are:

Mrs J Lewis (Headteacher)

Miss J Edwards (SENCo)

Mrs H Jones (Deputy Headteacher) Safeguarding Lead

Miss P Price (Learning Mentor)

Mrs A Fairhurst (Learning Mentor)

All of the above can be contacted on 0151 709 1062



The school adheres to an assess-plan-do-review cycle and seeks guidance from a team of professionals within City and North 2 Consortia.

- All pupils are tracked in all subjects throughout the school year. If there are concerns regarding progress additional support or intervention may be provided depending on the need of the individual child.
- Additional support or intervention is delivered both in groups and individually.
- The support or intervention is then monitored and evaluated by class teachers, the school SENCO (Special Educational Needs Co-ordinator) and Assessment manager.
- Any new children joining our school will be assessed on entry in a variety of different ways and information from a child's previous school will also be sought
- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or SENCO

Arrangements for consulting parents of children with SEND and assessing and reviewing their needs

We endeavour to work closely with parents and will keep you informed of any intervention your child may need

- If deemed necessary we can invite specialist agencies such as Speech and Language, Educational Psychologist, SENISS and outreach Teachers into school to talk to you about how they can support you and your child.
- Parents Evenings and SEN Review meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers and SENCO to discuss progress, review Provision and set new targets.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress. We encourage parents/carers to contact school and arrange an appointment with your child's class teacher or SENCO if they are worried or concerned about any aspect of their child's learning or development.
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SALT (Speech and Language Therapy Service)
- Annual reviews will be held for children with Education Health Care Plans. The Local Authority will be invited to attend.

Arrangements in place for consulting young people SEND and involving them in their education

- A big focus is given to what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.
- Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them. Age and need appropriate questions are asked of the children and children work with staff to complete these.
- All children within St Patrick's are supported in terms of their overall wellbeing. We offer the Think Yourself Great programme, Lego therapy, play therapy and have access to a Counsellor.



- Children know they can talk freely to any adult within the school about any issues which are concerning them
- Circle time and PSHE sessions are integral to the school curriculum
- Visiting groups/speakers are invited into school to promote health, safety and well-being issues amongst the children
- SPARKS and lunchtime activities offer support for all children and encourage team work and friendship building
- We have an active school council who are consulted on a regular basis on a range of school issues. Children are reminded that they are able to speak with the class school council representatives about issues they would like discussed at meetings
- Clubs and after school activities are also offered to enrich the learning experiences of all children.

Arrangements for supporting children in moving between phases of education

- Transition within the school and between classes and key stages is planned for with the child.
- When considering an application for a place in St. Patrick's you are very welcome to contact the school and make an appointment to meet with a member of staff to discuss any issues
- You will be invited to look around the school and meet with a senior member of staff
- We will contact any early years settings, or other schools your child has attended to gather information about their needs
- We will contact any specialist services that support your child and if appropriate invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible
- If necessary we develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include transition books, photographs etc.

Approaches for teaching pupils with SEND

- At St. Patrick's we know that all children learn in different ways. Therefore all teachers plan lessons which take this into consideration. Lessons are planned to suit the learning needs of all children



- In order to support all children the curriculum is delivered in a variety of ways. All lessons within school are differentiated in order to support the needs of all children
- Small group and individual support is offered to children whom we feel would benefit from this

Adaptations made to the curriculum and learning environment for children with SEND

We endeavour to ensure that all children at St Patrick's are fully included in all aspects of school life.

- All children are different and all children regardless of their SEN learn in different ways
- Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children
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- Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children
- Our staff know the children within their care well and are able to differentiate above and beyond the usual curriculum for children with SEN
- Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional, another example may be the teaching of children in smaller groups or the change of an activity or a change in delivery style
- We adopt a dyslexia friendly approach to teaching

Staff training to support children with SEND

The SENCO attends Local Authority Briefings to keep up to date with any legislative changes in SEN

- The SENCO and school staff can access training through their Primary Consortia
- All staff in the school receive training to meet the needs of all the children attending the school at any point in time. Examples of training includes behaviour management, assessing children with Special Educational Needs, ASD training for new staff
- The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).

Enabling children with SEN to engage in activities available to children in the school without SEN



- St. Patrick's is a fully inclusive school and we endeavour to ensure that all pupils are fully included in all aspects of school life including extra-individual activities.
- We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation.

Support available for improving and emotional and social development

- The school Learning Mentors, alongside all school staff are available to support all pupils with their social and emotional needs.
- Visiting groups/speakers are invited into school to promote mental health, safety and well-being issues amongst the children
- Circle time and PSHE sessions are integral to the school curriculum
- Children are regularly taught about staying safe, particularly in relation to e-safety, recognising bullying and the actions to take if they are concerned.
- Children are reminded that if they are worried or concerned about any issue, they can speak with a member of school staff
- Outreach support for children with emotional needs is provided as and when required
- Children can be referred for counselling with the permission of parents

Involving other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEN and supporting their families

- Through the Primary Consortia the school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service).
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service) and a school counsellor.
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.
- The Inclusion Team meet with the School Nurse to formulate and update Health Care Plans. Drop In Meetings for families can be arranged with the school nurse



- Team Around the Child Meetings, involving any professionals who may be able to support your child, can be held whenever necessary. Parents will be invited to attend these meetings.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

- Our complaints procedure can be viewed on the school website at <http://stpatricksLiverpool.co.uk/wp-content/uploads/2017/01/Complaints-policy-.pdf>. Alternatively, a paper copy can be obtained from the school office.

Evaluation of effectiveness of provision

- ❖ Monitoring progress is an integral part of teaching and leadership in St. Patrick's School
- ❖ We follow the Assess, Plan, Do, Review Model of supporting pupils with SEN and ensure parents are involved in each step.
- ❖ Provision and interventions are reviewed within school on a regular basis to ensure their effectiveness
- ❖ All class teachers evaluate their own teaching and make changes wherever they feel it is necessary
- ❖ The SENCO gathers the impact data of interventions, to ensure that we are only using interventions that work
- ❖ If provision/interventions are not thought to be working or need amending school staff will alter accordingly
- ❖ Provision for children with SEN is regularly reviewed by class teachers, the SENCO and the Head teacher, outside agencies may also be involved too
- ❖ Parents are kept fully informed of any developments and are invited into school throughout the year to talk with staff about children's progress, review current targets and set new targets
- ❖ Our school data is also monitored by the Local Authority and OFSTED

