

SIR

SEND Information Report October 2021



1 Kinds of Special Educational Needs that are provided for at St Mary and St Peter Catholic Primary School

The SEN Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

COVID-19 Response Addendum: It is clearly noted that the COVID-19 pandemic may have a direct impact on a child's development resulting in the identification of a Special Educational Need that may not otherwise have been experienced by the child. This remains pertinent to this report.

2 Information about the school's policies for identification and assessment of pupils with SEND

Pupils are identified as having SEND with their needs assessed through:

- Information passed on from Pre-school/Nursery/infant/previous schools or other professionals including from health and social care
- EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data
- Individual assessment through the use of standardised score assessments including British Picture Vocabulary Scale, CTOPP2, TOMAL-2
- Individual assessment of progress using the Engagement Model
- Feedback from teaching staff and observations
- Pupil Premium interventions not showing impact
- Catch-Up interventions not showing impact
- Referrals from parents
- Pupil referrals
- SEND interventions not showing impact may also lead to further identification of need

3c The school's approach to teaching pupils with SEND	Provision for SEND pupils includes: <ul style="list-style-type: none"> • High Quality Teaching, with appropriate and effective "scaffolding to support" in place; • Additional adult support in classrooms where appropriate to form Teaching Teams; TA and 1-2-1 TAs • Personalised provision through time limited programmes • Personalised intervention programmes led by trained TAs • Dual Centre provision (SRB & School) • The sourcing of additional specialist support via external agencies e.g. Communicating Matters, Open Arms Support Services, Dyslexia Outreach
3a Evaluating the effectiveness of the provision made for pupils with SEND	<ul style="list-style-type: none"> • Impact tracking is completed at least termly and adaptations to provision made in light of the findings. • Progress and evaluation is reported to the Governor with responsibility for SEND • Annual Report to governing body and SEND information Report posted on website • Termly SEND update meetings with the Governor with responsibility for SEND • Close collaboration with Pupil Premium Champion
3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review	These arrangements include: <ul style="list-style-type: none"> • Graduated approach "Assess, Plan, Do, Review • Wellcomm Language Screener • Data tracking for pupil progress including use of the Engagement Model where appropriate • Pupil progress meetings between class teacher, SLT and SENCO • Support plan and EHC Plan reviews • Personalised Learning Plans • Observations and follow-up • Parents' meetings • Transition meetings between Teaching Teams led by SENDCO
3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	The curriculum/learning opportunities may be adapted by:

	<ul style="list-style-type: none"> • Groupings that target specific levels of progress using a flexible grouping approach • Scaffolding resources and teaching styles • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and other examinations • Additional adult support • Allocation and adaptation of room use where appropriate
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • An anti-bullying policy that is supported by a specialist trained members of staff • Dedicated Pastoral Team who are on call throughout the school day who provide programmes such as self-esteem building, anger management • Thrive Intervention as a whole school initiative both in and outside of the classroom • Targeted support for individual pupils including Play Therapy and Thrive where appropriate • Junior Leadership Team • Pupil Voice
4 In relation to Mainstream Schools and maintained nursery schools, the <ul style="list-style-type: none"> - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Governor 	<p>Mrs M Unstead - SENDCO until 31st December 2021 senco@smsmpprimary.norfolk.sch.uk School Telephone No: 01493 445117</p> <p>Miss Fiona Ridgwell – SENDCO from 1st January 2022</p> <p>Mrs Maureen Dunhill School Telephone No: 01493 445117</p>
5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	<p>Audit of staff expertise in SEND undertaken annually</p> <ul style="list-style-type: none"> • The SENDCO has SENCO qualification (National SENCO Award/MA) • The SENDCO is an accredited member of the British Psychological Society & is an Accredited Educational Tester (Level 7 CCET) • The SENDCO in post until 31st December 2021 is a Regional SEND Leader for East of England and North East London working under the

	<p>direction of the Whole School SEND Consortium & the Department of Education</p> <ul style="list-style-type: none"> • Effective use of adult support for Literacy, Mathematics, Speech and Language, Dyslexia Support Plans and so on • Whole staff Termly CPD training covering topics across Dyslexia, Step-On, ASD, Attachment, Supporting pupils at SEND Support level in mainstream schools, SEND Code of Practice, Identification of SEND post-lockdown, High Quality Teaching Strategies to support pupils at SEND Support level • Individual training in SLCN, ADHD, ASD, Code of Practice, specific learning difficulties including Dyslexia, Working Memory, Dyscalculia; staff engaged in additional training including 'Nurturing Talk' & 'Talk for Writing' • Specialist expertise engaged from external services - Mundesley SRB, The Ashley Complex Needs School, Mile Cross SRB, Point 1, Silverwood, Newberry Clinic, Open Arms Support services, Communicating Matters, Norfolk Early Help, Pets as Therapy <p>All staff have been trained & refreshed in the differentiated Graduated Approach - September 2021.</p>
6 Information about how equipment and facilities support children and young people with SEND will be secured	<ul style="list-style-type: none"> • Support Services including health services • Just One Number • National and Local Charities • Volunteers • MASH Hub • East Norfolk Hub • Home Start • Early Help (NCC) • Additional specialist SEND agencies as listed above
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<ul style="list-style-type: none"> • Lunchtime support, afterschool support • Telephone Land and Mobile • Text • Email on Line • Parent View • Parents Evenings including Curriculum Evenings

	<ul style="list-style-type: none"> • Parent Support Advisor • Pastoral Team Mentors • SENCO direct contact • Face-to-face meetings • Annual Parent Survey • Online Zoom meetings • Virtual training sessions • Tapestry / Google Classroom
8 The arrangements for consulting young people with SEND about and involving them in their education	<ul style="list-style-type: none"> • Pupil Voice • Junior Leadership Team • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Thrive-based activities • Family Support Worker • Online Zoom meetings with parental supervision • Virtual Classroom: Google classrooms
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.
10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	<p>The Governing Body empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at St Mary and St Peter Catholic Primary School. This can include: Family Support, Speech and Language therapy, Cluster and MAT support and advice, Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc.</p> <p>In its turn, through monitoring and challenge, the Governing Body assess the impact, costs and cost effectiveness of the support used, and amends the strategy of the school appropriately.</p>
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	<p>Norfolk SEND Partnership - Telephone: 01603 704070</p> <p>Norfolk County Council SEND Services - Telephone: 03448008020 or email send@norfolk.gov.uk</p>
12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	<p>Transfer</p> <p>Transition arrangements</p> <ul style="list-style-type: none"> • Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner

	Contact and handover of information and strategies to and from receiving schools
13 Information on where the local authority's local offer is published	https://www.norfolk.gov.uk/children-and-families/send-local-offer