

St Mary & St Peter Catholic Primary School

SEND Information Report

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The SEND Information Report forms part of the [Norfolk Local Offer](#) for learners with Special Educational Needs and Disabilities (SEND), which provides an outline of the provision available in Norfolk across education, health and social care for children with SEND.

Our school SEND Policy can be found on the school website.

The kinds of SEND we provide for	<p>St Mary & St Peter Catholic Primary School provides for a wide range of Special Educational Needs and Disabilities (SEND) across the 4 areas of need as laid out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Emotional and Mental Health difficulties• Sensory and/or Physical needs <p>We currently have 29 pupils on the SEND Register, this is 13% of the school. Of these 29 pupils, 3 have an Education, Health & Care Plan (EHCP).</p>
How we identify pupils with SEND	<p>There are a range of reasons why a pupil may need SEND support. Some of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome short-term needs. Only those that need provision that is additional to, or different from, the support generally given to all children of the same age are added to the SEND Register. Pupils are identified as having SEND via a range of assessment methods. These may include:</p> <ul style="list-style-type: none">• Information passed on from Pre-school/ Nursery/infant/previous schools or other professionals including from health and social care• Formal medical diagnosis• EYFS baseline assessments and results, testing, phonics screening checks and progress data• Individual assessment through the use of psychometric assessments such as the British

	<p>Picture Vocabulary Scale, Phab2, TOMAL2, Sandwell Numeracy etc</p> <ul style="list-style-type: none"> • Individual assessment of progress using the Engagement Model, where appropriate • Feedback from teaching staff and observations • Screening tools or diagnostic checklists/questionnaires • Interventions not showing impact • Referrals from parents and/or the pupil themselves
Our provision for pupils with SEND	<p>Provision includes, but is not limited to:</p> <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 • Personalised provision through time limited programmes • Personalised intervention programmes led by trained teachers and TAs • Dual Centre provision (eg Specialist Resource Base (SRB) or Alternative Provision (AP) & School) • The sourcing of additional specialist support via external agencies, eg: The Child and Educational Psychology Practice, Open Arms Support Services, Dyslexia Outreach Service
How we evaluate the effectiveness of the provision made for pupils with SEND, and our arrangements for assessing and reviewing pupil progress towards outcomes/targets, including opportunities available to work with parents and pupils as part of this process	<ul style="list-style-type: none"> • Progress and evaluation is reported to the Governor with responsibility for SEND • Annual Report to governing body and SEND information Report/SEND Policy posted on website • Termly SEND update meetings with the Governor with responsibility for SEND • Following the graduated approach of “Assess, Plan, Do, Review” • Target tracking via individual Learning Support Plans • Termly pupil progress meetings with class teacher/s, SLT and SENDCo • SEND Parents’ Meetings • EHCP Annual Reviews • Data tracking of pupil progress including use of the Engagement Model if appropriate • SEND learning walks and book monitoring • Observations • Reviewing the results and outcomes of specific interventions • Screening tools or diagnostic checklists/questionnaires • Educational Psychometric Testing

	<ul style="list-style-type: none"> • Transition Meetings
How we make adaptations to the curriculum and the learning environment for pupils with SEND	<p>The curriculum/learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> • A flexible groupings approach to target specific levels of progress or to improve social communication skills, for example • Scaffolding/adapting resources and varied teaching approaches • Appropriate choices of texts and topics to suit the learner • Access arrangements for statutory tests • Additional adult support, if appropriate • Allocation and adaptation of room use where appropriate including calm corners • Additional interventions or small-group work • Specific equipment, eg writing slope, electronic dictionary, wobble cushion, pen/pencil grip, weighted blanket, talking tins and fidget tools. • Adaptive technology, if appropriate
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"> • The dedicated pastoral support staff who are available throughout the school day • Thrive Intervention as a school wide initiative and pupil specific 1:1 Thrive sessions with a trained practitioner • Targeted support for individual pupils including Lego Therapy and Sensory Circuits, where appropriate • Junior Leadership Team • Pupil Voice • The school's anti-bullying policy • Signposting parents to external support services • Early Help referrals
Information about the expertise and training of staff in relation to children with SEND	<ul style="list-style-type: none"> • The SENDCo holds the National Award for SEN Coordination • SENDCo's participation in Trust PLN meetings to ensure the school is consistently following the agreed shared aims for all pupils with SEND in the Trust and to support each other in developing the role of effective SENDCOs within each school • SENDCo's engagement in Norfolk County Council's SEND moderation or panel meetings as CPD/to inform future referrals • SEND Core Consultation meetings with Norfolk County Council. • We have a fully-trained Thrive Practitioner and other staff have received training in the Thrive approach

	<ul style="list-style-type: none"> • Teaching Assistants are trained to effectively support Literacy, Mathematics, Speech and Language development, Read Write Inc, etc • Whole staff CPD training covering SEN-related topics including Dyslexia, ASD, Attachment Theory, Speech, Language & Communication Needs, The SEND Code of Practice and High Quality Teaching Strategies to support pupils at SEND Support level • Individual training in SLCN, ADHD, ASD, specific learning difficulties including Dyslexia, Working Memory, Dyscalculia; staff engaged in additional training including 'Talk for Writing' and 'Read Write Inc' • Specialist expertise engaged from external services: Mundesley SRB, Hillside SRB, Southtown SRB, Kings Dam Alternative Provision, Norfolk Early Help, Point 1, The Silverwood Child & Family Centre, The Newberry Clinic, Open Arms Support Services, The Child & Educational Psychology Practice, Dyslexia Outreach Service, Norfolk & Waveney Children's Speech & Language Therapy Service, Just One Norfolk, School 2 School Support
How additional and targeted support for pupils with SEND will be secured	<p>Through:</p> <ul style="list-style-type: none"> • Norfolk Local Offer • Support Services including health services • Just One Number • Norfolk SENDIASS • National and Local Charities • Volunteers • MASH Hub • Home Start • Early Help • Additional specialist SEND agencies as listed above
The arrangements for consulting parents/carers of children with SEND about, and involving parents in, the education of their child	<p>The views of parents/carers are important to us and we will involve you in discussions regarding your child's SEND provision both at the point of identification and through regular reviews. Consultation may be via:</p> <ul style="list-style-type: none"> • Telephone, Text or Email • Tapestry • SEND Parents Evenings • Class Teacher contact • Pastoral Lead contact • SENDCo contact • Parent Survey • Online Zoom meetings, where appropriate • EHCP Annual Review Meetings

	<ul style="list-style-type: none"> • Parent questionnaires/forms to gather parent voice
The arrangements for consulting young people with SEND about their education	<p>The wishes and feelings of pupils with SEND are central to our provision. They are involved in conversations about the support they receive in an age-appropriate way. This may be through:</p> <ul style="list-style-type: none"> • Personal discussions • Wishes and Feelings - signs of safety activity • Completing questionnaires / tick boxes / pictorial representations • Thrive-based activities • EHCP Annual Review Meetings • Junior Leadership Team
How we support pupils during transition	<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 • For those pupils who would benefit from an enhanced supported transition to secondary education, extra visits and meetings may be arranged, along with, in some cases, participation in additional summer-term/holiday activities (where available)
To make a complaint regarding the school's SEND provision	Please refer to and use the school's complaints policy and procedure which is available directly from the school office or on the school website.
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 these pupils	<p>The Governing Body empowers the SENDCo and Head Teacher to use the range of support and resources required to benefit the children at St Mary and St Peter Catholic Primary School, as outlined above.</p> <p>Through monitoring and challenge, the Governing Body assesses the impact, costs and cost effectiveness of the support used, and amends the strategy of the school appropriately.</p>
The contact details of support services for the parents of pupils with SEND	<p>Norfolk SENDIASS https://www.norfolksendiass.org.uk/ Tel: 01603 704070</p> <p>Just One Norfolk Children and Young People's Health Services https://www.justonenorfolk.nhs.uk/ Helpline: 0300 300 0123 Parentline Text Service: 07520 631590</p>