Special educational needs (SEN) information report

[St Mary and St Peter Catholic Primary]



Approved by:	Mrs H Armstrong	**Date:** September 26
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: https://www.smspprimary.co.uk/

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

At St Mary and St Peter Catholic Primary School, we have 34 pupils that are on the SEN register.

A summary of need at St Mary and St Peter Catholic Primary is as follows:

- **Our total number of SEND pupils is 34 which is 15.5%. This is below the national average.**
- **The number of SEND pupils on SEND support is 12.3%.**
- **The number of SEND pupils with an EHCP (7 pupils) is at 3% which is below the national average.**

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mr C Lambert.

He has 6 years' experience in this role working across both Norfolk and Suffolk. He has worked as a special needs teacher for 5 years prior to taking up the SENCO role and has invaluable experience into provision that supports SEND pupils effectively. Furthermore, he has achieved the National Award in Special Educational Needs Co-ordination in 2023 and are a qualified Step On/Up Lead trainer.

He is allocated 2 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. This includes: how to write effective targets using the SEND ASSESSMENT book by Judith Carter, Trust SEND Inclusive Practice Training, Autism Awareness Training, Specialist Teacher webinars/in-school sessions, SLCN support and Step on/Up training by Step Up Lead trainers.

Teaching assistants (TAs)

We have a team of 11 TAs, in addition to two higher-level teaching assistants (HLTAs) who are trained to deliver provision. We have one dedicated SEND teaching assistant who is trained to deliver a range of interventions such as Talkboost, Precision Teaching, 1:1 SALT, Attention Autism, Talkabout, Read, Write, Inc, Lego Therapy and Phonological Awareness. All other TA's have weekly training to support them with providing effective provision within the classrooms including opportunities to have a thorough look through learning support plans, Colourful Semantics support, Read, Write, Inc intervention training, Autism awareness training and live feedback support.

External agencies and experts

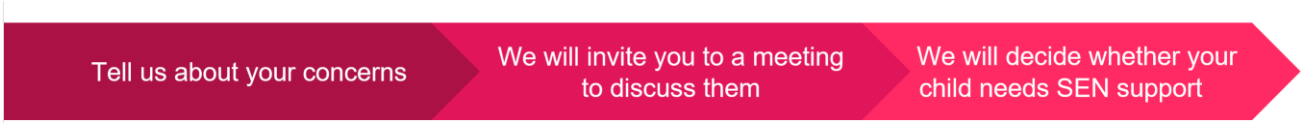
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families.

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

This would be by catching them on the door or you could contact the office to arrange a meeting.

They will pass the message on to our SENCO, Mr C Lambert, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by contacting the office and asking for the SENCO.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record on Edukey.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include limited academic progress, difficulties with accessing the learning, challenges with being able to access the lessons or difficulties during social times.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will send a SEND referral and talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They may decide to use further assessment screeners to find out more about the possible need.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

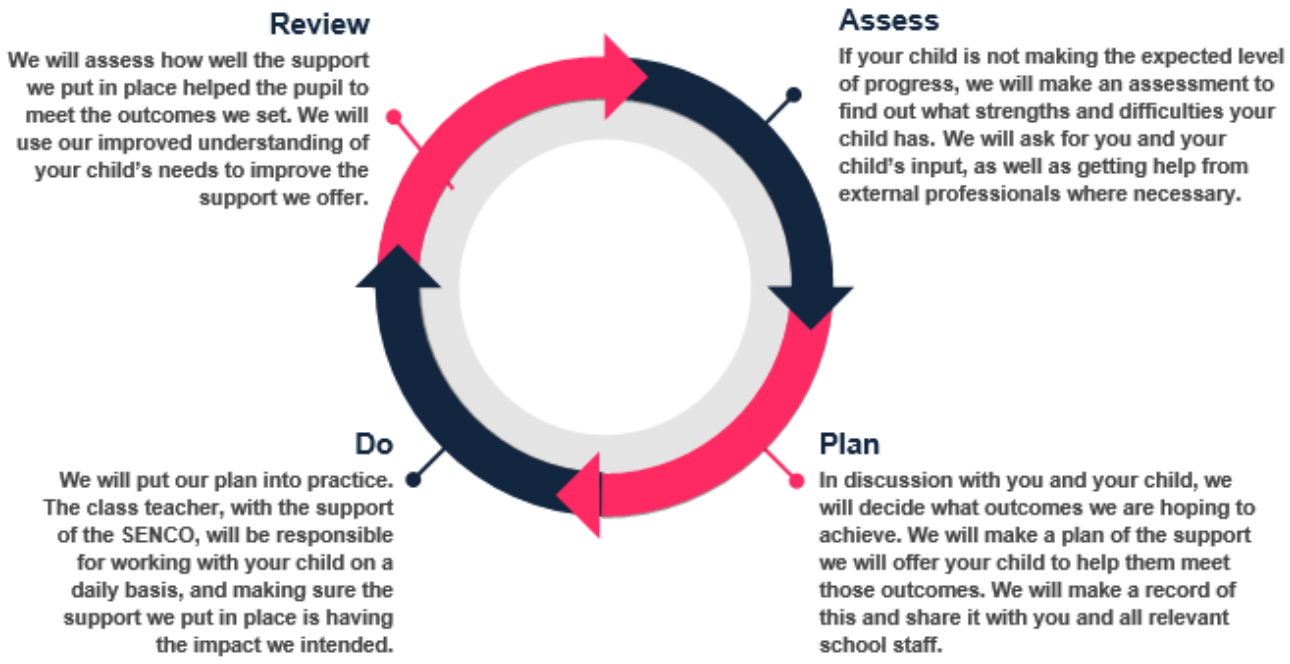
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO and class teacher will create a SEN learning support plan for them and share this with you.

When a pupil is on SEN support and they are not meeting their targets, alternative strategies will be discussed between all parties including external support from the local authority as well as further discussions with home, school professionals and the pupil. This may result is further observations from other professionals such as SEND and INCLUSION, Schoot-2-School or even an educational psychologist.

If, after these discussions, the pupil is still not managing with a mainstream classroom, it may be appropriate to request an EHC needs assessment.

5. How will the school measure my child's progress?



We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve and this will be tracked using the school provision mapping system 'Edukey'.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reviews on your child's progress and these will be shared during SEND Parents Evening meetings. If you are unable to make that, an alternate time will be arranged.

Your child's class/form teacher will meet you 3 times a year at a SEND Parents Evening (other dates are arranged if the date cannot be made) to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO will support teachers to prepare for these meetings if they require extra support and is available to meet as a follow up if there are any further questions.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. This will be in the form of informal discussions and questionnaires.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a One Page Profile/School Questionnaire/Yearly Overview sharing their views and thoughts.

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will scaffold (or adapt) how we teach to suit the way the pupil works best. There are no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by flexible grouping, 1-to-1 work, adapting the teaching style or content of the lesson, use of approaches such as Colourful Semantics and using the Pre Key Stage Standards to personalise learning.
- Scaffolding our teaching, for example, giving longer processing times, brain breaks, pre-teaching of key vocabulary, reading instructions aloud, using dual-coding in the form of key vocabulary mats and visual checklists and blank level questioning.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they are struggling to understand the learning, for specific interventions to reduce gaps in learning or if pupils need break brains.
- Teaching assistants will support pupils in small groups when pupils require additional support within a lesson, to help find solutions to problems or to help stretch and deepen learning.
- We may provide the following interventions:
  - Pre-teaching
  - Precision teaching
  - 1:1 SALT
  - Fine Motor Skill
  - Phonological Awareness
  - SNIP
  - Talkboost
  - Talkabout
  - Attention Autism
  - Social emotional groups.

These interventions are part of our contribution to Norfolk's local offer.

Please find below a table consisting of the different range of special educational need and how we can support.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Dual coded checklists Brain breaks
	Speech and language difficulties	Speech and language therapy Dual coded visuals Blank level questioning
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Overlays Dual-coded word mats/checklists Additional processing time Neural colours for displays and presentations

	Moderate learning difficulties	Dual-coded word mats/checklists Additional processing time
	Severe learning difficulties	Intensive Interaction Objects of Reference Attention Autism Adult support Alternate curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation Brain breaks Access to calming regulation space Visual checklists Fidget tools Key Emotional Available Adult
	Adverse childhood experiences and/or mental health issues	Nurture groups Quiet workstation Brain breaks Access to calming regulation space Visual checklists Fidget tools Key Emotional Available Adult
Sensory and/or physical	Hearing impairment	Awareness of reduced background noise Visual support to help access the curriculum and language development Working with external agencies to support working with hearing aids/radio aids
	Visual impairment	Limiting classroom displays. E.g. Neutral coloured displays. Different coloured paper Enlarged paper Specific seating Glasses Use of ICT with enlarged icons

	Multi-sensory impairment	Making picture based materials easier to see Use a range of communication methods Intensive Interaction
	Physical impairment	Seating position appropriate for access Appropriate sized tables and chairs Pupils have alternate start and finish times to support access Sensitive handling of personal care

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing progress towards their targets each term. These are generated from the SEND Assessment book. This relates to the 7C's and the targets are measured using criteria from emerging to effective which will be on the plan
- Reviewing the impact of interventions at least termly using Edukey Provision Map provision mapping
- Using pupil questionnaires and parent questionnaires
- Monitoring by the SENCO and SLT will use this information to inform pupil progress meetings.
- Holding an annual review (if they have an education, health and care (EHC) plan)
- INFORMATION can also be taken from Insight, FFT AND Pixel is used to measure and assess progress of pupils with SEND

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to places like Horstead.

All pupils are encouraged to take part in school events such as Sports Day, special workshops and yearly events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

No child is discriminated against due to their SEN need.

Pupils with an Education, Health and Care Plan

- The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place, before the allocation of places under these arrangements, this will reduce the number of places available to other children.

Oversubscription Criteria

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

- 1. Baptised Catholic looked after and previously looked after children. (see notes 2,3 &10)
- 2. Baptised Catholic children (see notes 3 &10)
- 3. Other looked after and previously looked after children. (see note 2)
- 4. Catechumens and members of an Eastern Christian Church. (see notes 4&5)
- 5. Children of staff who have been employed by the school for at least two years or are in a position where there is a demonstrable skills shortage
- 6. Children of other Christian denominations whose membership is evidenced by a minister of religion. (see note 6)
- 7. Children of other faiths whose membership is evidenced by a religious leader. (see note 7)
- 8. Any other children.

13. How does the school support pupils with disabilities?

The school has an accessibility plan is place to share how we support pupils with disabilities and this aligns with the Equality and Diversity policy. The link to this policy and the Accessibility Plan can be found below.

Equality and Diversity Policy

https://www.stjohnthebaptist-cmat.org.uk/attachments/download.asp?file=501&type=pdf

Accessibility Plan

https://www.smspprimary.co.uk/wp-content/uploads/2024/11/Accessibility-plan-2024-2027.pdf

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- We have a pastoral lead that supports pupils socially and emotionally through check-ins and interventions.
- We have a calm regulation room to support pupils that are dysregulated. This includes a soft bean bag, wobble board, soft play equipment and communication visuals.
- We run a nurture club at break and lunch times for pupils who need extra support with social or emotional development.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed and the plan to start the new year will be developed. This will be generated using the review from the Summer Term Learning Support Plan and the pupil voice.
- Schedule opportunities for pupils with SEND to generate a relationship with the incoming teacher towards the end of the summer term in preparation for the new year. E.g. 'Get to know you' sessions and pupils and new teacher share information about each other through passports.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting or book a virtual meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having additional transition days
- Having a booklet created with information about their new secondary school

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Armstrong will work with Mr Lambert, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will

make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Please see the link below for more information.

https://www.smspprimary.co.uk/wp-content/uploads/2024/12/LAC-Policy-SMSP-2024.pdf

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They will then be referred to the school's complaints policy (please see the link below) if the situation needs to be escalated.

https://www.stjohnthebaptist-cmat.org.uk/page/?title=Policies&pid=22

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

https://www.norfolk.gov.uk/article/40688/Mediation-and-tribunals#:~:text=In%20Norfolk%2C%20the%20mediation%20service,Call%2001473%20618675

18. What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Norfolk's local offer. Norfolk's local offer publishes information about the local offer on their website:

SEND Local Offer - Norfolk County Council

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Norfolk SENDIASS Home Page

Local charities that offer information and support to families of children with SEND are:

home — ASD Helping Hands

Autism Anglia is an independent charity that provides care and support to autistic children, adults, and their families in East Anglia. (autism-anglia.org.uk)

Norfolk SEN Network – Supporting parents of children with special educational needs

SENsational Families | Nansa

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages