

St. Patrick's Catholic Primary School and Nursery



Information Report and contribution to the Local Offer

July 2026

SEND at St. Patrick's Catholic Primary School & Nursery A Parent-Friendly Guide 2026–27



This guide provides a simple overview of our full SEND Information Report and Local Offer for families.

What You Need to Know

Our Commitment

We are an inclusive mainstream Catholic primary school. We believe every child should feel safe, valued, included, and able to achieve their full potential.

Meet Our SENDCo

Miss Rhiannon Sinha (NASENCo)

☎ 01952 386 160

✉ admin.stpatricks@blessedec.co.uk

Miss Sinha works closely with families, staff and external professionals to ensure children receive the support they need.

What Does SEND Mean?

A child may have SEND if they need additional or different support from most children of the same age to help them learn and make progress.

The Four Areas of SEND

 Communication & Interaction	 Cognition & Learning
Speech & Language Needs	Dyslexia
Autism (ASC)	Dyscalculia
Social communication difficulties	Learning difficulties
 Social, Emotional & Mental Health	 Sensory & Physical Needs
Anxiety	Hearing needs
ADHD	Visual impairment
Emotional regulation difficulties	Physical disabilities

This list is not exhaustive and needs can overlap. Children may have more than one learning challenge in more than one area of need.

How We Identify SEND Needs

Teachers and Leaders regularly monitor all pupils' progress and wellbeing, and concerns may be raised by teachers, parents, carers, or pupils themselves.

Before identifying SEND, we consider other factors that may affect progress, such as attendance, health, English as an Additional Language (EAL), or other circumstances. Pupils receive high-quality teaching and targeted support, and their progress is carefully reviewed.

If concerns remain, teachers work with the SENDCo and parents to investigate needs and put support in place. If long-term, personalised support is needed for a child to make progress, they may then be placed on the SEND Register so that their provision and progress can be closely monitored.

How We Support Children

We Follow a Simple Cycle

ASSESS ➡ PLAN ➡ DO ➡ REVIEW ↺

This process helps us to monitor progress and to understand what works best for each child. It also ensures that support is reviewed regularly.

Support May Include

- ✓ Adapted teaching
 - ✓ Small group support
 - ✓ One-to-one support
 - ✓ Speech and language interventions
 - ✓ Emotional wellbeing support (ELSA)
 - ✓ Forest School nurture groups
 - ✓ Specialist equipment
 - ✓ Advice from external professionals
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Our Promise to Families

We will:

- Listen to your concerns.
- Involve you in decisions.
- Share progress regularly.
- Review support each term.
- Work with outside agencies when needed.

Frequently Asked Questions

How Will I Know If My Child Needs Extra Support?

Teachers regularly monitor progress and wellbeing. If you have concerns, you should speak to your child's Class Teacher in the first instance. Miss Sinha, our SENDCo is also available to speak to parents who have concerns – a phone call or face to face meeting should be arranged through the school office.

Concerns may come from:



Parents



Teachers



Pupils



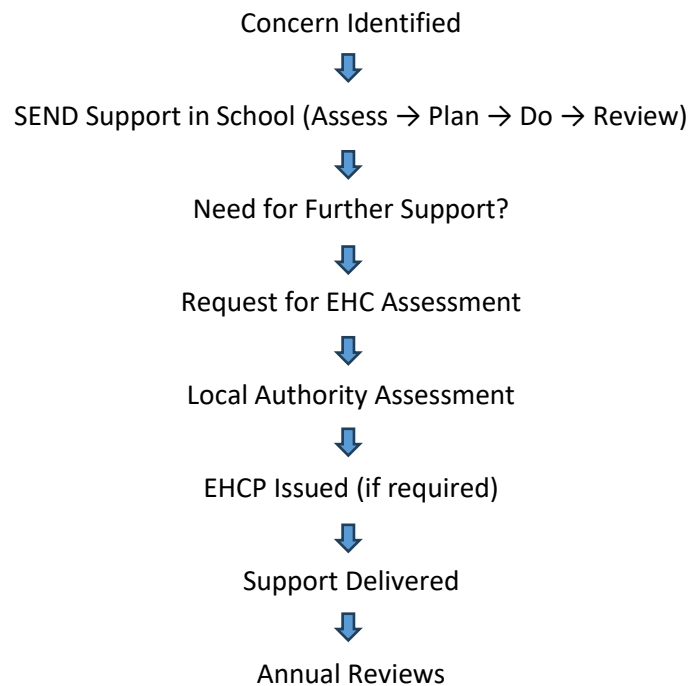
Assessment information

If concerns arise, we will discuss them with you and agree next steps together. This may include monitoring progress.

What Is an EHCP?

An **Education, Health and Care Plan (EHCP)** is a legal document for children whose needs cannot be met through the support normally available in school.

EHCP Journey



Parents are involved throughout the process.

Can My Child Join Trips, Clubs and Residential Visits?

Yes. We are an Inclusive School.

We want children with SEND to enjoy the same opportunities as their peers.

We work with families and professionals to make reasonable adjustments so children can access:

 School clubs

 Educational visits

 Residential trips

 School events and celebrations

How Do We Support Emotional Wellbeing?

 ELSA support

 Forest School nurture groups

 Lego Build to Express

 Drawing and Talking

 Early Help support

 Referrals to specialist services when appropriate

Working Together

We believe children achieve best when families and school work together.

If you have any questions about your child's learning, wellbeing or SEND provision, please contact:

Miss Rhiannon Sinha (SENDCo)

 01952 386 160

 admin.stpatricks@blessedec.co.uk

Further Information

Telford and Wrekin's SEND Local Offer provides advice and support for families, services and SEND provision across the county.

Together, we can ensure every child thrives, belongs and succeeds. ❤️

Information Report and contribution to the Local Offer – Full Version

In accordance with Children and Families Act (2014), Regulation 51, part 3, section 69-3a; This Special Educational Needs Information Report should be read in conjunction with the School's policy for Special Educational Needs and Disabilities (SEND) which is available on the website

What types of Special Educational Needs do we provide for?

St. Patrick's Catholic Primary School and Nursery is an inclusive mainstream primary school.

Definition of Special Educational Needs and Disabilities (S.E.N.D. Code of Practice, 2014)

A child or young person has SEND if they have a learning disability or disability which calls for special educational provision to be made for them.

Special Educational Provision means Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

These needs are categorised into four key areas that may create barriers to learning:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

A child has a learning disability or difficulty if they:

- Have a consistently, significantly greater difficulty in learning than the majority of pupils of the same age
- Have a disability which hinders or prevents the child from making progress using the facilities of a kind generally provided for others of the same age in mainstream schools.

We currently provide additional and/or different provision for a range of needs.

Communication and Interaction (C&I)

This group includes children with Speech, Language and Communication Needs (SLCN) who may have difficulty communicating what they want or need, or with understanding what is being said to them and children who do not understand or use social rules of communication.

This also includes children with Autism Spectrum Condition (ASC) who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning (C&L)

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompass a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include becoming withdrawn or isolated, as well as displaying challenging behavior along with children who may have conditions such as Attention Deficit Hyperactivity Disorder (*ADHD*) or Attachment difficulties.

Sensory and/or Physical Needs (S&P)

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At St. Patrick's Catholic Primary School and Nursery we are aware that these needs may be inter-related and that children may have more than one area of need. We have a high percentage of children with SEND on roll, many of whom require support with SEMH in addition to other Learning Difficulties such as Dyslexia, Autism and ADD/ADHD. We also have a high proportion of children who have EHCP's in place. Our priority over the last year has been to up-skill staff with their behaviour management and de-escalation skills, we have developed our SEMH offer and reviewed the interventions we offer to ensure that they are data driven and high impact.

Who is the SENDCo and how can they be contacted?

The Federation's SENDCo is Miss Rhiannon Sinha (NASENCo.)

Miss Sinha works across both St. Patrick's Catholic Primary School and Shrewsbury Cathedral Catholic Primary School and is available Monday-Friday.

Miss Sinha can be contacted at St. Patrick's School on:

☎ 01952 386160

✉ admin.stpatricks@blessedec.co.uk

How do we identify and assess pupils with SEND?

At St. Patrick's Catholic Primary School and Nursery we are committed to the early identification of children who have Special Educational Needs and/or Disabilities (SEND). The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils as outlined in our teaching and learning policy.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers;
- is raised as a concern by a parent or carers and;
- is a concern raised by the pupil themselves.

This may include progress in areas other than attainment, for example, social needs. Class teachers continuously monitor pupils in order to identify instances where the factors listed below may impact on learning and progress:

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- Communication and or interaction difficulties are creating barriers to learning and require specific intervention.
- Social, Emotional and/or Mental Health difficulties and are not responding to the nurturing ethos of the school.
- Sensory and/or physical difficulties are creating barriers to progress despite the provision of personal aids and/or specialist equipment.

Factors which are NOT SEND related but which may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- Attendance and punctuality
- Health and welfare
- English as an additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of service personnel

Persistent, disruptive or withdrawn behavior does not necessarily mean that a child has SEND. Concerns regarding a child's behavior will be investigated on the premise that the behavior is an underlying response to an unmet need. This may be attributed to a specific learning difficulty or to some other factor as outlined above.

There are occasions when children who have a sustained difficulty responding appropriately to the expectations of behavior and social interaction are placed on the SEND register. This is because they may require adjustments to be made to their educational provision and/or may receive specific intervention teaching which is sometimes informed by external agencies.

A child will not be identified as having a learning difficulty solely because their first language is not English. Our staff receive on-going support from the Multicultural Development Team to support children with English as an Additional Language (EAL) and to identify children who are EAL and have SEND.

Pupils are only identified as SEND if they do not make adequate progress after being provided with consistently high-quality personalised teaching and short-term interventions that are designed to close gaps within children's learning or to meet a specific need. If this high level of personalised teaching and intervention is needed in a long-term capacity to support the pupil to make progress, then the pupil will be recognised as having SEND and will be recorded on the SEND register accordingly. This ensures that the high level of personalised provision is recorded, and progress is monitored.

If a Class Teacher has a concern about a pupil, they will discuss this with the SENDCo. In the first instance, the SENDCo will advise on strategies and resources that the teacher can implement in class. If further action is deemed necessary, the SENDCo may observe the pupil, parents are informed, and difficulties are investigated as early as possible. Parents are invited to share any insights they may have so that a plan to meet needs can be put in place and shared with everybody involved including the pupil. In these early stages of identification, the pupil will be placed on the Monitoring List. This records pupils who are currently a cause for concern to their teachers due to their lack of progress and who are receiving specific interventions that at this point are short term. If it becomes clear that this level of provision will be necessary, long term then the pupil will be moved onto the SEND register.

Related policies – SEND Policy, Accessibility Policy, Equality Policy, Behaviour policy, Anti-Bullying Policy, Supporting Pupils with Medical Conditions, Curriculum Policy, Assessment Policy.

What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2015, School makes its 'best endeavours' to meet the needs of children with SEND. Children have access to additional provision on an evidenced-needs basis, and we will do all we can to ensure children's needs are met fully. This is embedded within the Graduated Response section of the School's Policy for SEND, which aims to provide full access to the National Curriculum, and to encourage success, engagement and participation for all pupils, whatever their ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. All children are included in all lessons through Quality First Teaching (QFT), which is adapted to respond to their strengths and needs, as set out in Teachers' Standards,
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. However, despite this, some children need additional help to make progress in their learning.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- Teachers plan lessons and intervention so that pupils with SEND can study each National Curriculum subject, wherever possible, by ensuring barriers to each pupil achieving are reduced.
- Data about SEND pupils, and their provision may be held on the SEND Register, Intervention Provision Maps, Intervention Data Trackers, PDR's and PDR Data Trackers.
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.
- Pupils who join School with an already identified SEND, whether from another primary or an Early Years setting, will be catered for in the same way as those identified by this school.
- With the support of the SENDCo and any appropriate outside agencies, the teacher will provide interventions which are time bound and have a specific entry and exit criteria. Teachers monitor intervention to ensure effective impact.
- When planning work for children with SEND, teachers give due regard to information and targets contained within the pupils Plan Do Review document. Additionally, teachers modify teaching and learning as appropriate for children with all abilities.

For all children with SEND, the class teacher, support staff and SENDCo will liaise closely, and make special arrangements or reasonable adjustment in class. This may involve grouping, a special programme of work, modified tasks, careful seating arrangements, or extra adult support. Children with Social and Emotional needs work closely with key support staff, who are trained to offer emotional support interventions such as ELSA and Drawing and Talking. Children with Speech and Language difficulties who are under the care of the Speech and Language Service and have a Care Plan produced by a Speech and Language Therapist will receive the recommended support in school. We also offer additional in-house Speech and Language support through the interventions WellComm and Talk Boost.

For all children identified as having SEND, the class teacher, in collaboration with support staff and the SENDCo, will write a *Plan Do Review* (PDR) document which is a person-centred, individualised termly plan, encompassing a Pupil Profile. For children with an EHCP, the PDR will incorporate the outcomes strategies and provision outlined in this legal document. For children with SEND who have support from external agencies, such as the Speech and Language Service, or Occupational Therapist, provision provided in school will be informed by any reports they may provide. Any advice or programme of work set, will be included in the PDR, as will recommendations from outside assessors such as an Educational Psychologist or Learning Support Advisory Teacher.

We currently have 8 Teaching Assistants (TA) and 2 Higher Level Teaching Assistants (HLTA) working across the eight classes in school. TA and HLTA support may take various forms: in-class support, individual support in class, individual support out of class, group work in or out of class, and small group interventions. Some support staff also have additional expertise such as ELSA qualifications which enable them to provide enhanced learning opportunities and SEMH support.

The SEND governor, Mrs Kendrick, meets regularly with the SENDCo to monitor provision and produce a report which is fed back to the governing board.

How do we adapt the learning environment?

The school makes necessary adaptations to meet pupils' needs, including:

- differentiating the curriculum offer to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, and content of the lesson;
- adapting resources and staffing;
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font;
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, pre-teaching and post-teaching strategies, reading instructions aloud;
- ensuring each school has its accessibility plan on its website and;
- modification of the environment to meet physical, sensory and medical needs of a child.

School provides a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required specialist furniture and/or equipment will be purchased as necessary on an individual basis. For more expensive items to meet complex needs, the school may apply to the LA for extra funding.

We endeavour to use multi-sensory teaching approaches to appeal to all types of learners. Some needs can be met through differentiated work, classroom adaptations and targeted support in class. Examples include: targeted focus group with TA or teacher, classroom positioning, seating plans, organisational aids (including visual timetables, Now & Next boards), large print documents, coloured backgrounds and overlays, pencil grips, wobble cushions and fiddle objects. Every classroom now has an inclusion pack so that all children can try resources that might help them as and when needed. The pack consists of reading rulers, coloured overlays, fiddle tools, pencil grips and triangular pencils.

We have a quality bank of resources to assist children with additional needs, and are constantly evaluating and updating resources to meet the needs of the children we have in school. Currently in school, we are able to provide:

- Writing slopes
- Easy grip scissors
- Wobble/ wedge cushions
- Concentration screens
- Pop Up tents,
- Personalised work stations
- Visual timetables
- Now & Next boards and symbols
- Reading rulers
- Enlarged texts/ information printed on coloured paper
- Sound buttons/ talking tins
- Coloured overlays

- Smart boards with off white backgrounds and coloured text

Children may access small group, time limited intervention programmes, either in or outside of the classroom. This might target, for example, social skills, social and emotional issues, dyslexia support, literacy and maths boosters and may be a bespoke small group intervention to target a specific, current issue. A small minority of children will require a highly personalised programme of intervention. This could include having learning 'chunked' into very small bite-sized sections, in which the range or depth of learning is arranged to suit the child.

Access arrangements for National Curriculum tests are made in line with DfE guidelines which are issued each year. The school will follow this guidance to ensure that when children meet the prescribed criteria for extra time, rest breaks, a reader (for mathematics), a scribe, enlarged print etc, this is made available to them.

Our accessibility plan is available on our website. Our school building is wheelchair accessible in parts. We have a disabled toilet that is fitted with handrails and a wheelchair accessible wash basin.

Our classrooms are mainly large and we have a range of additional spaces available for the use of individuals and small groups and in which interventions can take place. We have designated intervention spaces including small intervention rooms and the library and a nurture space / ELSA room. We are very fortunate to have a large outdoor area complete with benches, a gazebo and prayer garden with a covered area which provide places for children to sit quietly and reflect, space to play and a wide range of playground equipment that helps children burn off excess energy.

We have a large Forest School area and access to a nature area which includes a large pond. We are in the process of developing our Forest School provision, Mrs Price is our Forest School lead and class groups are now regularly accessing Forest School sessions.

To create a communication friendly environment, staff have access to basic Makaton training and we use Wigit Symbols to label areas of the school and classrooms. We also use Wigit Symbols for our visual timetables and in a range of other formats as appropriate to the needs of individual students.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

Our intention is that pupils with SEND have the same opportunities as other pupils in the school. We will always make reasonable adjustments to ensure that this is the case. Children with SEND are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments will be made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities promote.

In order to safely include pupils with SEND on extracurricular activities, a risk assessment for the visit, involving parents and carers and any appropriate external professionals (such as OT's, Physios, School Nurses and Specialist Teachers) will be completed. This allows risks to be identified and for school to plan for reasonable adjustments to meet need and protect the pupil's safety and the safety of others.

How do we consult pupils and parents of pupils with SEND and involve them in their child's education?

We will have an early discussion with the pupil and their parents or carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parent's concerns are taken into account.
- Everyone understands the agreed outcomes sought for the child and
- everyone is clear on what the next steps are.

Leaders record notes which are added to the pupil's record.

Schools formally notify parents/carers that a pupil requires SEND support and that their name has been added to the SEND Register so that their progress and provision can be monitored.

Children who are on the SEND register each have a Pupil Profile and/or individual targets which are planned for, implemented and assessed using the PDR format. PDR's are shared with parents on a termly basis and parental input is welcomed.

How do we assess and review pupils' progress towards their outcomes?

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- the teacher's assessment and experience of the pupil;
- the pupil's previous progress, attainment and behaviour;
- other teachers' assessments, where relevant;
- the pupil's development in comparison to their peers and national data;
- the views and experiences of parents:
- the pupil's own views and;
- advice from external support services.

We regularly review the effectiveness of support and intervention and the progress of pupils.

Once a PDR (Plan, Do, Review) cycle begins, its implementation and success is monitored closely by the class teachers, teaching assistants and the SENDCo. All involved reflect regularly on SEND pupil's progress, their attitude towards additional activities/interventions and respond swiftly to make any adjustments that are needed to ensure that the provision is working most effectively.

We review progress at the end of each term by scrutinizing the progress data within an intervention and by reflecting on a child's overall application of skills in their work and any assessments they have completed.

Capturing progress within the 'Review' stage of this cycle allows us to record and celebrate steps of progress that may be smaller than those recognised in the National Curriculum and recorded in termly assessment. The SENDCo also captures progress for children who appear not to be making progress within whole school data by tracking intervention and PDR data, talking to the children and their Key Adults and by identifying progress within their books. Sometimes we find that what has been planned and delivered has had an immediate impact and a gap in learning is overcome. At other times what we have planned is having a steady impact, so it is continued. If what has been planned and delivered is having no impact, we reflect on the reasons and plan alternative provision

or make modifications. If necessary, we seek advice through specialized services such as Educational Psychology (EP), Learning Support Advisory Teachers (LSAT), Occupational Therapy (OT), or Speech and Language Therapy (SALT). Feedback from any assessment by an external agency informs our practice in school.

Children (including SEND pupils) who are not making expected progress are discussed at termly 'Pupil Progress Meetings' which are led by the Headteacher. These meetings provide an opportunity to reflect on the provision available to these children and what can be done in addition to secure positive outcomes.

The progress of SEND pupils is shared with the governing body through a termly meeting with the SEND Governor which reviews pupil progress, SEND provision including interventions, staff training and resources.

All children's attainment is measured against the statutory requirements of the Early Years Foundation Stage and the National Curriculum.

How do we support pupils moving between phases and in preparing for adulthood?

We plan carefully for a good transition between different stages of a pupil's education to help them feel safe and to be able to continue to progress. We will share information with other schools at transition points. We will agree with parents/carers and pupils what information will be shared.

Transition will involve a range of activities which could include:

- All pupils taking part in a 'moving up day' with their peers to their new class or school.
- Preparation for transition, additional visits, for example out of hours to understand the size and geography of the school, during lessons and at break times.
- Pupils being accompanied by a named adult as part of the transition arrangements.
- Where possible, the secondary school SENDCo will attend Year 5 and Year 6 annual reviews/multi-agency meetings for pupils with an Education Health Care Plan or who have complex needs.

Transition into Nursery and Reception:

Parents of children starting school in Reception class attend a meeting that is jointly led by the Executive Headteacher, Office Manager, School Nurse and SENDCo. We give an overview of our school's ethos, practical information and suggestions for parents that support a successful transition to school.

In Nursery there is a phased induction that involves parents staying with their children until they feel happy to be separated from their parent/carer.

In Reception the children are invited to attend transition mornings before they start.

Class teachers and teaching assistants invite parents to attend structured conversations and contact/visit previous settings to gather further information and assessment data.

The visits and the information shared by parents and previous settings helps us to prepare for any children we suspect may need additional support. We aim to identify children early who may have SEND.

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Children joining our school during the academic year are invited for a tour of the school during school hours and parents meet with the Executive Headteacher/ Head of School to receive a prospectus and appropriate information.

If the child/children have additional needs the SENDCo will attend meetings with parents to gain as much information as possible to secure positive outcomes and a successful transition to our school. All information is shared with the class teacher and teaching assistant at the planning stage of an PDR cycle using information from parents, external professionals involved and colleagues from previous settings.

If a child has physical needs, it may be necessary for the child to make additional visits so that we can complete risk assessments and to ensure appropriate resources are in place. Staff may need to receive training before the child starts school. We endeavor to achieve this promptly.

Transition mid-year or from a different primary school:

Information is sent from the previous setting which the SENDCo will study and share with relevant members of staff. This ensures any previous information is acted upon and that children will continue to make progress in targeted areas. The SENDCo will also contact the previous school for transition information and may arrange meetings with parents, external professionals and a visit to the previous school if appropriate.

SEND information is also forwarded to new schools securely and transition conversations are offered to the new members of staff who will be supporting the SEND pupil in their new setting.

Transition to Secondary Schools for SEND pupils.

The SENDCo/Class Teacher/Teaching Assistant complete detailed paperwork and share SEND paperwork with SENDCos/ Transition Leads in Secondary Schools.

The SENDCo/Class Teacher/Teaching Assistant meet with the relevant secondaries to share detailed information about children.

The SENDCo and Head of School facilitate additional visits and individualised transition plans for children as required. This may include taking pictures and creating 'move up books' which pupils can refer to over the summer holidays.

The SENDCo and Head of School will work with local secondary schools to provide additional transition opportunities for children to take part in.

Transition to a Specialist Provision

If it is felt by the family and/or school that a child's needs cannot be met in a mainstream primary school, an Interim Review of the child's EHCP may be called and a decision may be made for them to transfer to a local special school or to join a school based Hub provision. This is only possible if the child has an EHCP. Places within special schools are extremely limited. Some of our pupils transfer successfully to special schools at the end of Y6. Again, this only takes place if the pupil has an EHCP and all involved feel that the pupil's needs would not be met successfully at a mainstream secondary.

How do we support pupils with SEND to improve their emotional and social development?

St Patrick's Catholic Primary School and Nursery aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

Class teachers and TA's closely monitor the emotional and social development of each child. Any concerns will initially be raised with SLT and will be discussed with the pupil and their parents. An action plan is then put in place, this may involve the child receiving support using the expertise already in school such as ELSA or Drawing and Talking.

To support pupils and their families, the school liaises with all relevant specialist agencies such as medical centres, Bee-U (formally CAMHS), paediatricians, speech therapists, school nurses etc. Parental permission is sought before contact is made with professionals from outside of the school. If a child has emotional or behavioural difficulties, school may, with parental permission, make a referral to external support agencies such as BeeU, Behavioural Support Advisory Teams/ SEND Specialists or an Educational Psychologist.

In some cases, school or another professional agency may complete an EHA (Early Help Assessment) with parents. This assessment and planning tool is used to gather information about children and families in one place to support the family to decide what type of support is needed. It may be used to address an unmet educational need or an emotional or social need.

Sometimes, an Early Help Meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved. An Early Help Support Worker may be allocated to the family to provide support outside of school.

How do we support children with medical difficulties?

The school has a variety of policies which cover health and wellbeing issues such as the Supporting Pupils with Medical Conditions (Administration of Medicines in School), Accessibility, Accident / Incident Report Procedures Policy etc.

Some medication, such as asthma inhalers, are kept safely by the class teacher in the appropriate classroom. All other medication is kept securely and administered as per our Supporting Pupils with Medical Conditions (Administration of Medicines in School) Policy.

For individual children with specific needs, Individual Healthcare Plans (IHP's) are written at a meeting between a member of the school's staff, the child's parents/carers, the child (when appropriate) and the School Nurse/Medical professionals (when appropriate). IHP's are then made available to all staff and specific training is delivered to identified staff members to ensure that IHP's can be delivered safely and effectively. Any new staff members coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs.

Several staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, all staff receive basic first aid training. Staff also complete annual Asthma and Anaphylaxis training.

What expertise and training do our staff have to support pupils with SEND?

The SENDCo has achieved the NASENCo qualification. The SENDCo attends regular network meetings with primary SENDCo's from the LA and LA representatives from the Telford and Wrekin SEND team and disseminates information as required.

All staff members attend professional development opportunities appropriate to their needs, and where the budget allows. Our staff have a wide range of specialisms and qualifications and are able to deliver a range of interventions. Some examples include:

- Autism Spectrum Condition
- Sensory Impairment support
- Dyslexia support
- Down Syndrome support
- First Aid
- Diabetes
- Anaphylaxis
- Asthma
- Precision Teaching
- Behaviour Management – MAPA and PACE
- Communication and Language interventions - Targeted Speech and Language Therapy interventions, ELKLAN speech and language
- Maths interventions – Plus One, Power of Two, Precision Teach Times Tables
- English interventions – Literacy Pathway (Reading and Spelling, Hornet, Word Wasp, SNIP, Precision Teach Spelling and Reading
- SEMH interventions - Emotional Literacy Support, Drawing and Talking, Talk About
- Physical development and coordination – Cool Kids, Dough Disco, Funky Fingers, Write from the Start, Handwriting intervention, Telford and Wrekin Occupational Therapy Toolkit.

The SENDCo provides in-house training to staff in the field of SEND and has a wide breadth of knowledge gained in various settings and local authorities including both Specialist and Mainstream provisions.

To support children effectively, we understand that our staff must have the skills and knowledge to understand the issues which individual children with SEND face. Therefore, continual professional development is available to all staff and is linked to the priorities set out in the School Development Plan. A record of CPD is maintained by the school office, and the need for training is reviewed by the SLT each year and linked to the Performance Management process. Specific training will be made available to staff if required to support the needs of a particular child if this expertise is not already available in school.

Initially, school will endeavour to meet the needs of a child with SEND from existing resources. If however, following up to two terms of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of an external agency such as the Educational Psychology Service or the Learning Support Advisory Team. A child may also (with parental permission) be referred for support from our National Health Service colleagues such as Speech and Language, Occupational Health and BeeU (formally CAMHS). Any programmes of work shared with school by these services will be carried out in school and reviewed regularly by the outside agency.

Occasionally, even with the support of external agencies, school may be unable to fully meet the needs of a child with SEND through our own provision arrangements, additional ISF funding or an EHCP may be applied for at this stage and discussion with the LA regarding the provision needed for this child will take place.

How will we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

The SENDCo will seek advice or support from outside agencies such as those discussed above. External agency support is requested by the SENDCo after a discussion has taken place with parents/carers to explain the support that the external agency will provide to their child and parents have given their permission. Outside agencies will then provide support through school observations, assessment of individual pupils, attendance at annual reviews/multi-agency meetings and written reports. Parents are kept informed throughout the process of external agency support.

How do we secure equipment and facilities to support pupils with SEND?

Where a pupil requires further equipment or specific furniture or adaptations to the building, for example handrails, the school will liaise with the appropriate outside agencies and the Local Authority as appropriate.

When pupils meet the criteria, ISF or EHCP funding will be accessed and used to provide additional adult support and equipment such as Assistive Technology. EHCP funding will be used to deliver the provision outlined in the plan.

How do we evaluate the effectiveness of our SEND provision?

The effectiveness of provision for pupils with SEND is evaluated by the class teacher, SENDCo and SLT. All SEND pupils have either an EHCP, One Page Pupil Profile, PDR or an Individual Health Care Plan. All PDR's include a One Page Pupil Profile that identifies strengths as well as areas for development and will outline the provision required for that pupil to make progress. As part of the PDR, targets are identified, interventions are put in place and reviewed after an agreed number of weeks so that a pupil's progress towards their individual goals can be reviewed on a termly basis. PDR data is collected and analysed by the class teacher and SENDCo.

The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is set out in the Graduated Approach section of the SEND policy. For pupils with an EHCP, annual reviews will take place annually (6 monthly for children under 5), in accordance with the SEND Code of Practice.

The SENDCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, lesson drop ins, work sampling, professional dialogue, discussions with pupils to capture pupil voice and parents etc) to make a judgement on effectiveness.

The SENDCo liaises with the SEND Governor regularly to co-produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCo outlines an annual action plan and updates progress against this on a termly basis.

The cost of all additional provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

How do we handle complaints from parents of children with SEND about provision made at the school?

Our school has an 'open door' policy so most issues are resolved by speaking with the Class teacher or SENDCo. In addition, our Executive Headteacher/ Head of School are in school to listen to your concerns.

If however, an issue is not resolved the school has a complaints policy which can be accessed on the school's website, alternatively parents can request a written copy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND and/or disabilities tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

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

Where can the LA's Local Offer be found?

Telford and Wrekin's local offer helps families, children, young people and professionals to support those with special educational needs or disabilities to find accurate and appropriate information so that they can make positive decisions about their lives.



Click on the link below to be directed to the council's webpages outlining the wealth of support for SEND provided by the Local Authority.

<https://www.telfordsend.org.uk/>

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Blessed Edward Campion Federation

Next Review:	July 2027
Approved by:	Chair of Governors (see first page for date)