

1. Provision for children with special educational needs

St Nicholas Catholic Primary School is a fully inclusive mainstream setting. It currently has an above national average percentage of children with special educational needs. The main types of need amongst our current pupils are Specific Learning Difficulties; Speech, Language & Communication Difficulties and Autistic Spectrum Conditions.

We carefully monitor the progress of all children in school and listen carefully to the views of pupils and their parents. We work in consultation with parents to decide whether SEN support is required and, with parental agreement, we request further assessments to identify barriers to learning and the nature of a child's difficulties. We use our best endeavours to ensure that parents are included in all aspects of decision making and planning for children with SEND.

2. Identifying and assessing pupils with special educational needs

St Nicholas has an Inclusion Leader: Kelli Reynolds. She is a qualified and experienced teacher. She also belongs to the senior leadership team and works alongside teachers at the school to support children with any level of need or difficulty.

It is the responsibility of each teacher to review and assess the progress of all the pupils in their class. The Inclusion Leader monitors the progress of these pupils during pupil progress meetings with the teachers on at least a termly basis, and ensures that additional provision is put in place for any child that needs it. She is also a point of reference for providing guidance in relation to the identification of any barriers to learning. The Inclusion Leader is able to access links with outside agencies such as the Educational Psychology service, Speech and Language Therapy and the Child and Adult Mental Health Service (CAMHS), and is responsible for maintaining successful partnerships to ensure the best outcomes for children.

Once an educational need is identified the Inclusion Leader will record the child on the SEN support register to ensure that their progress and provision can continue to be carefully monitored. This register is updated at least on a termly basis and parents are advised in writing when their child is added or removed from the register. If a child continues to make less than expected progress, the Inclusion Leader will seek further advice and diagnostic assessment from external agencies such as the Speech and Language Service, Specific Learning Difficulties Advisory Teacher and the Educational Psychologist.

If a child and/or their family require further support from Health or Social care an Early Help Assessment (Right for Children) will be completed and a plan will be developed to improve outcomes for the child. St Nicholas also has a designated governor for SEN who holds the Inclusion Leader to account for the progress of the children with Special Educational Needs and reviews the standards of their provision.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including— how the school evaluates the effectiveness of its provision for such pupils;**a) Evaluating Information about the school's policies for making provision for pupils with special educational needs and the effectiveness of our provision**

Each term the effectiveness of the school's provision for pupils with SEN is evaluated in four ways. Firstly the in-year progress against National Curriculum levels data of each child is evaluated. Secondly the progress of children taking part in an intervention group is evaluated and its impact on the pupil's educational progress using pre and post intervention data is shared with staff.

Thirdly, progress towards targets set at the beginning of each term are evaluated for each child that is offered a School Based Plan because they have an Education, Health and Care plan or complex educational needs. Finally, progress towards planned outcomes will also be evaluated at least once a term.

The progress of vulnerable groups is linked to objectives in the school's staff appraisal system and these measures are used to review staff performance. Progress of these groups is also closely linked to Key Priorities in the School Improvement Plan.

Each term the governor with responsibility for SEN visits the Inclusion Leader to explore standards in SEN provision and the Inclusion Leader also shares the data of all vulnerable groups with governors at termly Teaching and Learning Governor meetings.

The SEND audit is completed annually and is used to evaluate provision. School attendance audits and Exclusion and Behaviour logs also form part of this ongoing evaluation of provision.

b) Assessing and reviewing the progress of our children with SEND

The progress and attainment of children with SEN is assessed against the same criteria as other pupils, namely the EYFS (Early Years Foundation Stage) framework and the new National Curriculum. At St Nicholas the parents and carers of children with complex needs are invited to meet with their child's class teacher on a termly basis (in addition to a termly Parent's evening) to review School Based Plan targets and set new ones. All parents are also invited to attend at least one termly Parent's evening and open classroom session. Teachers are always available, by prior arrangement, for parents to approach in between these times to discuss a child's progress or attainment. Parents are always invited to attend Team Around the Family meetings, Annual Reviews, re-integration meetings or any meeting with an external agency about their child.

c) Our approach to teaching children with SEND

All our teachers are expected to teach and make provision for children and SEND within the classroom setting. We place a high value on Quality First Teaching and a significant emphasis on independence in learning. We support our children with SEND to make their own choices about their learning wherever possible. The school uses a wide range of strategies to support pupils with SEND. These include Right for Children assessments and School Based Plans.

Some children will at times require additional intervention outside the classroom. This provision is mapped by class teachers and shared with parents on a termly basis. Supported by the Inclusion Leader, teachers use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based. Interventions are outcome led and are for a fixed number of sessions. Where a child has been unable to meet the objectives of the intervention within the allotted timeframe, a different approach will be considered. We expect all teachers to know and understand the outcomes of an intervention so that this learning can be reinforced in the classroom.

A very small minority of pupils will require one to one support for physical, medical or social, emotional or mental health reasons. In all these cases we prioritise the child's development of independence and for this reason adults are allocated to children for defined periods only.

d) Adaptation of the Curriculum and Learning Environment for pupils with SEND

All lessons should be adequately scaffolded and/or differentiated to enable every child to access the learning intention of the lesson. An ongoing rigorous schedule of developing Quality First teaching is incorporated into the School Improvement Plan. All children are taught as part of a class by a class teacher and through high quality teaching they are responsible for meeting the needs of all pupils in the class. This includes differentiating and/or scaffolding the work as appropriate. Some pupils will need modifications to the teaching approaches, classroom

organisation or the provision of equipment or resources as part of the differentiated universal provision. Teachers are expected to use their best endeavours to secure provision to meet individual pupil's needs.

St Nicholas will adapt the curriculum for children in a number of ways: we may specifically choose a context for learning that will suit a particular child; provide an alternative curriculum; provide resources to scaffold learning; or differentiate a task to ensure that it may be accessed. As well as the measures detailed in the section above, we will also make any reasonable adaptations to ensure that all children can learn and progress to their best abilities. Where necessary individual workstations are created, tablets, laptops or voice recorders can be used by children for whom recording work by hand is difficult, calm down areas are provided, breaks from learning are built in to the day, visual timetables and prompts are used in all classrooms.

The Learning Environment is adapted to ensure that it is fully physically accessible for any child. The building is currently able to fully accommodate a motorised wheel chair and there are lifting facilities in one of the disabled toilets and personal exercise room. We have also liaised with external agencies for children with visual and hearing impairments and are able to accommodate these children. We have a Soundfield system installed in one of our classrooms.

e) Additional support for learning for pupils with SEND

We offer additional support for learning by providing small group interventions. Some pupils will also be withdrawn from class each week for short times in order to access enhanced/targeted provision through individual programmes e.g core stability exercises, THRIVE. Both EYFS and Key Stage 1 have at least one Teaching Assistant (TA) to support learners throughout the week.

Where needed, in a small minority of cases, additional TAs are deployed to support pupils identified as having physical, medical or social, emotional and mental health needs. This type of support will be clearly structured following advice from outside agencies and professionals and will be discussed with parents as part of an Assess, Plan, Do and Review process.

In Year 6, applications for Additional Arrangements will be submitted for all children with SEND and readers, scribes and additional time will be allowed according to National Curriculum Authority (NCA) regulations.

f) Enabling pupils with special educational needs to engage in the activities of the school with children who do not have special educational needs

The school regularly receives support and advice from the Physical Difficulties Advisory teacher and the Behaviour Support Team. All trips and wider educational activities are risk assessed and adaptations are made to ensure all pupils can safely access these experiences. Where necessary, we will allow for a higher adult/pupil ratio providing that we are sure that we will be able to keep the child with difficulties as well as the other children safe.

Where it is felt necessary, children with SEND may be specifically supported by an adult during play or lunchtimes to ensure that they can enjoy these times and interact positively with those around them. The supporting adult will concentrate on engaging the pupil in play activities with their peers, developing their social skills and safeguarding all the children. A number of extra-curricular clubs are available during the school year and these are open to all children.

All children access whole class PE, where specific adaptations are required for physical reasons these will be supported by a teaching assistant. Extra FunFit movement sessions are also run to further develop the gross motor abilities of those children with an identified need in this area.

The school's accessibility plan is reviewed regularly and any physical adaptations to the school site made (eg: markings for Visually Impaired pupils, wheelchair access, adaptations to toileting facilities).

g) Support to improve the emotional and social development of pupils with special educational needs.

Within our strong Catholic ethos, a strong emphasis is placed on spiritual and moral development throughout the school. Children are taught about the importance of forgiveness and reconciliation and to recognise the uniqueness of every individual.

Circle time activities support the development of social and emotional skills and are planned into the curriculum for all children. Circle time is used to tackle issues which may arise and we have clear expectations in place for learning and social behaviour. School staff are trained to use a restorative justice approach to support reconciliation and to prevent the re-occurrence of negative incidents.

We are also a THRIVE school. This means that we recognise that the emotional and social development of a child may have been interrupted during a difficult period in their earlier childhood experiences and that the child therefore may not, for example, be able to control their anger. When a child is angry or upset we always attempt to attune to and soothe and validate their feelings. A child's emotional and social development can be screened using an online profiling tool and the practitioner is able to create a bespoke programme for the child to address a specific area of their emotional development. This support is then provided by withdrawal for short intervention time either 1:1 or in a small group.

We also recognise that some families will go through tricky times or experience significant events e.g bereavement. We employ a Pastoral Support worker who can lend a listening ear to children if they are worried or feeling scared. The Pastoral support worker has their own direct telephone line. During difficult periods, with prior agreement, parents can ring in to discuss how their child is feeling, how things are going at home or to pass a message to the class teacher without going through the Reception desk. We strongly advocate an open approach to communication as we know that this is the best way to improve outcomes for children. We also run a 'Rainbow' group for children that have experienced the loss or bereavement of a loved one.

We work closely with the Behaviour Support Team to provide for our pupils whose additional needs may result in challenging behaviour and the Communication and Interaction Team for pupils with a diagnosis of an Autistic Spectrum Condition who need additional support. On the rare occasion that it has been necessary to exclude a child for a fixed term, a re-integration meeting will be held and a plan written, to ensure that the child's needs are fully supported on their return to school.

4. Name and contact details of the SEND co-ordinator.

The school's SENCO and Inclusion Leader is Kelli Reynolds. She is also Deputy Head teacher and can be contacted from Monday to Friday on 01392 445403 ext 221. She can also be contacted at any time via email at kreynolds@stncs.uk.

The school's assistant SENCO is called Denise Sparkes. She is also the designated safe guarding lead within the school. She can be contacted directly during school hours on 01392 445403 ext 209 and her email address is dsparkes@stncs.uk.

5. Expertise and training of staff in relation to children with special educational needs and how specialist expertise is secured.

The inclusion lead works extensively with a large number of external agencies in Education, Health and Social Care. Training and staff development needs are identified through regular audits of skills and are written into the School Improvement Plan which is focused on developing the

quality of teaching across the school. A number of staff, ranging from the deputy head teacher to Subject Leaders to HLTAs, are trained to deliver coaching to improve daily practice for SEN children.

All teaching assistants have a regular weekly session of in-house CPD (Continual professional development) which offers training to support children with, for example, dyslexic tendencies, progression through calculating strategies and THRIVE.

Key members of staff in each year group have been trained in Passive Intervention Strategies (PIPs) which gives a framework for dealing with challenging behaviour calmly and safely.

Three teaching assistants are currently Thrive trained including our Pastoral support worker. All other members of the teaching staff have been trained in the basics of the Thrive programme and how to bring Thrive ideas and strategies into the classroom and school as a whole.

Training and advice is also provided on a needs led basis from our Babcock partners: Educational Psychology, Behaviour Support Team, Physical Difficulty Advisory teacher and the Communication and Interaction Team. We also work closely with Honeylands, Vranck House, the School Nurse Team, Health Visitors, CAMHS practitioners, and the Speech and Language Therapy service.

6. Equipment and facilities to support children and young people with special educational needs.

Acting on advice from Occupational Therapists, a number of pupils have access to learning aids such as writing slopes, ergonomic pens, wedge cushions or pencil grips. Other pupils have been enabled through the use of tablets or Dictaphones to record their learning. We receive support from the SEN ICT team and currently have several adapted keypads and mice for both classroom and ICT suite use. We work closely with Occupational Therapists and accommodate specialised seating where required.

Our school is wheelchair accessible from all entrances and we have disabled toilet facilities which include a motorised hoist and wet-room shower facility. We also have a dedicated private space for individual exercise programmes which includes a hoist. We have designated car parking spaces for the families of disabled pupils in our car park. The accessibility plan is reviewed regularly and we hope to develop our facilities for children with hearing impairments very soon.

If appropriate we access further support and advice from outside agencies, and where a child's needs are unable to be met from our delegated budget, we would apply for an Education, Health Care Plan and request top-up funding.

7. The arrangements for consulting and involving parents of children with SEND in the education of their child.

From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. Daily opportunities for contact are provided through the 15 minute daily challenge time at the beginning of the school day up to Year 2, when parents are encouraged to stay with their children and engage in classroom activities, and teachers are available for brief conversations. If a longer conversation is felt necessary then a time can be made with the class teacher. Parents are welcome to make an appointment to meet with their child's class teacher or the Inclusion Leader at any time. Our universal offer also includes three parents' evenings.

Parents of children with special educational needs are at the heart of the decision making process as regards the provision for that child. School Based Plans, Pastoral Support Plans and Personal Education Plans are reviewed regularly with parents. Annual reviews for those children with

EHCPs/statements also provide the opportunity for the parents to meet with the school and other further professionals who may be involved in the care of the child.

Family learning opportunities are regularly provided where parents can take part in a course of learning at the school which may involve working with their child during the sessions.

8. Arrangements for consulting young people with special educational needs about, and involving them in their education.

Pupil voice for all children is facilitated through the school council and specifically for children with special educational needs through the plan, do, assess, and review cycle. We seek to use a child-centred approach where the views and opinions of the child are sought as is appropriate for their age.

The children are also involved with devising the targets on their School Based Plans. Children are also encouraged to attend parent's evening so that they can take an active role in talking about their learning. We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are and when they will take place through the use of a visual timetable. Some pupils with specific difficulties will be offered mentoring by a trained member of staff to encourage them to be motivated and aspirational about their learning.

9. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If a parent of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to the class teacher. The class teacher can then involve the Inclusion Leader as necessary. A parent is also free to contact the Inclusion Leader as detailed in section 4 above. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication. The formal complaints policy and procedure is on the website and is available from the school office. The Devon Information Advice + Support service provide confidential and impartial information, support and training for parents and carers who have children (age 0-25 years) with additional educational needs. They can be contacted on 01392 383080 or www.devonias.org.uk

10. Involving other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The governing body delegates responsibility for multi-agency working to the Inclusion Leader. She is responsible for requesting statutory assessments, additional funding and support, and is held to account for the impact of traded services. Education, health or social care referrals are made to single agencies or the multi-agency Integrated Children's Services on a strategic case by case basis. We also signpost parents to other services such as the Devon Information and Advice Service and Young Carers.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

The school website displays information regarding some support services. There is also a link to the Local Authority's Local Offer under our Links for Parents tab on our website. The Inclusion leader can answer specific questions and is contactable as detailed in section 4. Devon's Family Information Service is also a source of useful information - www.devon.gov.uk/disc_services

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education.

When pupils transfer into the school, every effort is made to obtain information from previous settings and the Inclusion Leader may visit the child in their previous setting if it is felt that this would improve the quality of the child's transition. As with all pupils, parents are encouraged to

look around the school with their child before joining. Where necessary additional transition visits can be arranged to ease the transition period.

Each July all children spend time with their next teacher in their new classroom to facilitate a smooth transition and all relevant documentation is discussed and passed on. Children with Autistic Spectrum Condition type difficulties are also invited to an individual session to meet their new teacher and see their new classroom, with their parents, but in the absence of the other children. Photo booklets of the new classroom and staff can be produced for the child to take home prior to the Summer holiday.

If any child transfers out of our setting we will contact the new school to pass on any relevant information. Enhanced transition to secondary school takes place for all Year six children with SEND and any specialist equipment that the child needs will move with the child. Where review meetings take place prior to transition, the next teacher will be invited to enhance the information sharing process.

13. The local authority's local offer

The local authority's local offer is available under the Links for parents tab on our website. It can also be found at www.devon.gov.uk/send