

# **St Nicholas Catholic Primary School**

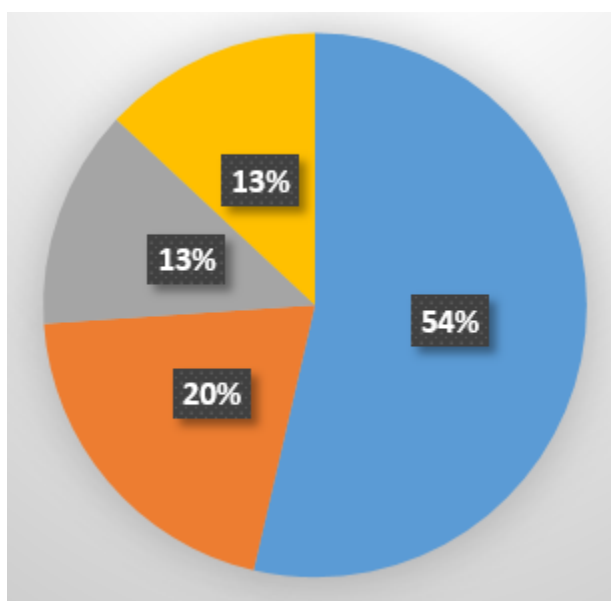


## **SEND Information report 2021-2022**



### St Nicholas Catholic Primary School

St Nicholas Catholic Primary School is a mainstream setting near the centre of Exeter. Currently, the school has above the national average of pupils with SEND on roll. St Nicholas provides for children with additional needs within the four broad areas of need identified in the SEND code of practice; Communication and interaction, Social Emotional Mental health (SEMH), Sensory and physical and cognition and learning. The percentage of children on the inclusion register within each area is illustrated within the pie chart below:



\* Communication and interaction needs \* cognition and learning needs \*sensory and physical needs  
\*SEMH needs

All St Nicholas, we have high expectations for all of our pupils and ensure that quality first teaching is delivered in *all* classrooms to *all* children. This includes universal provision which benefits all pupils and targeted provision within the classroom where amendments to resources, delivery or scaffolds are made to meet the needs of individuals. This approach means that we can mainly meet the needs of our pupils within their own classrooms with teachers who understand their needs well. Some pupils may require more specialist provision which we are able to offer based on careful analysis of their needs, consultation with outside agencies and by ensuring that our staff are trained appropriately.

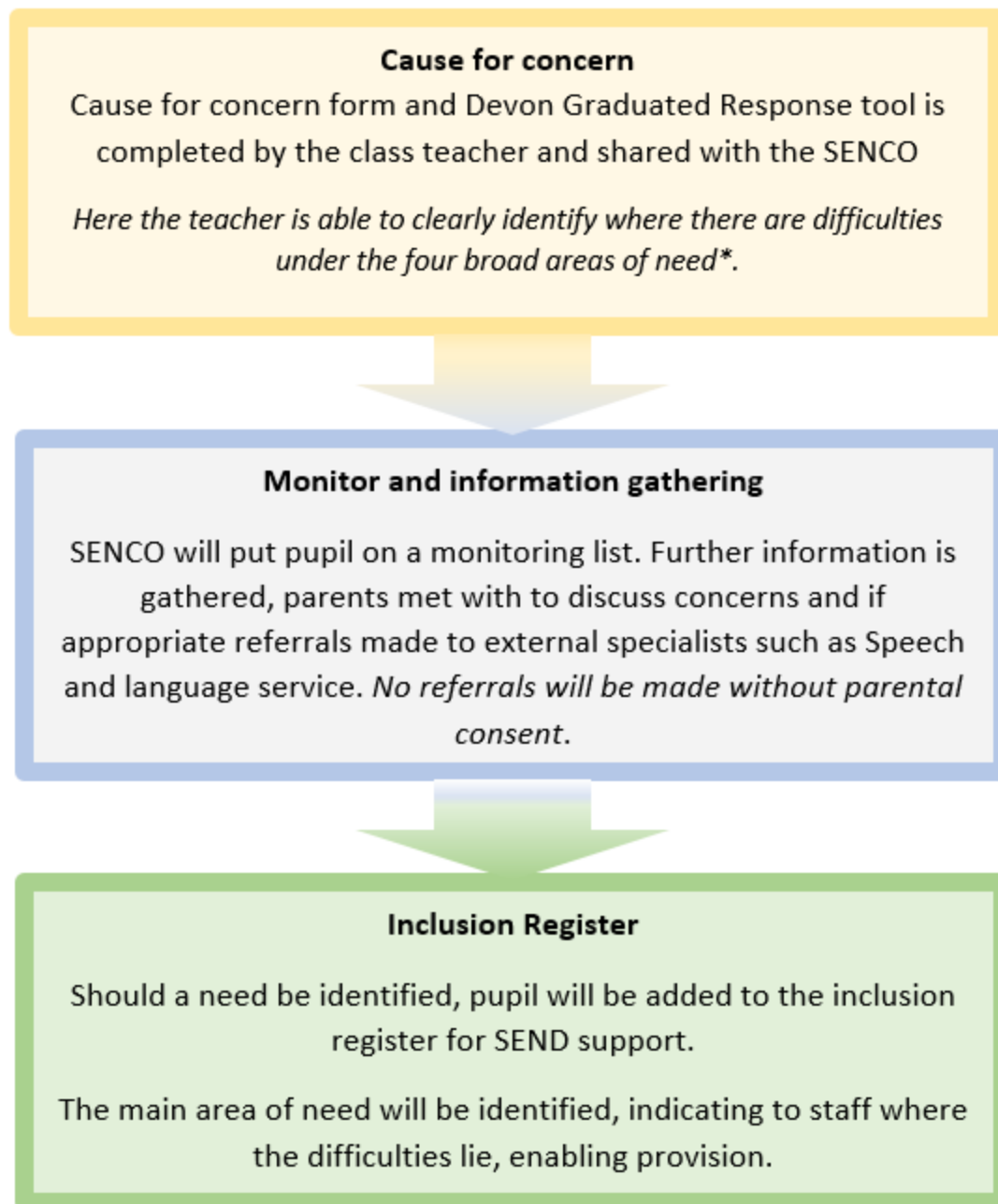
All teachers at St Nicholas are teachers of pupils with SEND. The teaching and learning of SEND, management of provision and coordination of external support is led by the SENCo, Miss Kelli Reynolds who is also the Head of School. The SENCo is supported in this by an assistant SENCo, Mrs Denise Sparkes.



### **Identifying children with SEND**

All children are assessed regularly using a range of strategies including day to day assessments for learning (such as observations, discussions and evaluating children's work) and more summative assessments eg, end of unit tests. Teachers meet with the senior leadership team termly to discuss the children's progress and the strategies and approaches to implement for pupils who are making less than expected progress. At St Nicholas we understand that poor progress is not always an indicator of SEND and will always use a range of teaching tools to support children's learning.

However, if a teacher has concerns that a child may have unidentified SEND, s/he will use the following procedure. This process is followed to enable us to gain a thorough understanding of pupils' needs which will ensure that the correct provision is in place.



\* cognition and learning, communication and interaction, sensory and physical, social/emotional and mental health.



### **Inclusion register**

Once an additional need has been identified the SENCo will record the child on the inclusion register to ensure that progress and provision can continue to be carefully monitored. The register is updated at least each term and parents are advised in writing when their child is added or removed from the register. If the pupil continues to make less than expected progress, the SENCo will seek further advice from external specialists as appropriate (for example, educational psychology service, OT, SALT).

### **SEND support and EHCPs**

As a mainstream setting, most children on the inclusion register will have their needs met through SEND support- using the resources already allocated to the school. However, children with more complex educational and/or health needs may require additional support that is above and beyond what the school provides. In these cases, an Education and health care (EHCP) can be applied for. While parents are able to apply for an EHCP independent of the school, the SENCo, where appropriate, will work to collaborate with parents and other professionals to submit a request for an EHC needs assessment from the local authority.

If a child and/or their family require further support from Health and Social care, an early help assessment (right for children) will be completed and a plan developed to improve outcomes for the child. St Nicholas also has a designated Governor for SEND who holds the SENCo to account for the progress of the children with special educational needs and reviews the standards of their provision.

### **Day to Day teaching and learning of children with SEND**

All of our teachers are expected to teach and make provision for children with SEND within the classroom setting. We place a high value on Quality first teaching and a significant emphasis on independence in learning. We support, encourage and scaffold our children with SEND to make their own choices with learning where possible, ensuring that they develop a positive image of themselves as learners. The school uses a wide range of strategies to support children with SEND and these will be employed based on the learning needs of the individual children.

Teachers are held accountable for the teaching, learning and progress of all children with SEND. All children's learning is planned for by the class teacher who is responsible for meeting the learning needs of all the children in the class. All lessons should be adequately scaffolded and/or differentiated as appropriate to enable every child to access the learning intentions of the lesson.

<b>Differentiated learning</b>	<b>Scaffolded learning</b>
This is where different tasks are provided where children will achieve a different outcome to their peers.	Teachers provide scaffolds for individuals or groups that support children in achieving the same outcomes as their peers.

Some pupils will need further modification of teaching approaches, classroom organisation or the provision of equipment/resources as part of the differentiated universal provision. Teachers are expected to use their best endeavours to secure provision to meet the needs of individuals.



At St Nicholas, we will adapt the curriculum for children in a number of ways, including:

- selection of context for learning to interest a particular child;
- provide alternative curriculum, where appropriate;
- provide scaffolds to learning task to aid access;
- provide differentiated tasks where appropriate;
- varying teaching strategies as necessary;
- provide consistent visual aids/prompts.

We will also make reasonable adjustments where required to learning equipment to ensure that all children can learn and progress. This may include:

- creating individual work stations;
- use of tablets, laptops or word processors to support recording;
- calm down areas or safe spaces;
- sensory breaks;
- individual visual timetables that compliment the whole school/class timetables.

In year 6, when children take their end of KS2 assessments (SATs), access arrangements can be put in place to enable children to perform in the tests to the best of their ability. Children with SEND who usually have readers or scribes in lessons will be able to have access to these for the tests. Sensory breaks can also be provided. If it is believed that a child would require additional time in exams, the school would make an application to the Standards and Testing agency ( STA) requesting this in advance of the tests. Decisions regarding additional time are made by the STA and not the school.

#### Provision outside the classroom

Sometimes children require additional intervention or support outside of the classroom. This intervention is mapped out and planned by the class teacher, will be outcomes led and be for a fixed number of sessions. At St Nicholas we have a small number of specialist teaching assistants who deliver interventions to groups/individuals for part of the school day in the following areas:

- cognition and learning- *interventions that support children in learning and recalling key skills such as maths, phonics, spellings;*
- sensory and physical- *for example fun fit, OT programmes or activities that develop a child's ability to self regulate;*
- SEMH- *interventions that support children's social emotional and/or mental health, for example THRIVE.*

The progress children make is reviewed termly by the teaching assistant, class teacher and SENCo. If a child has not met the outcome of the intervention then a different approach will be considered or further specialist advice sought.

#### Additional adult support

A very small minority of children will require one to one adult support for physical, medical or social, emotional or mental health reasons. In these cases, while ensuring the child's needs are met, we continue to prioritise the child's development of independence to ensure that s/he is well prepared for



the next stage of his/her education. For this reason, ***adults are only allocated to individual children for defined periods of time only***. This allocation is needs based while ensuring that any specialist advice or requirements of EHCPs are fully met.

### **Assessing progress and attainment of our children with SEND**

The progress and attainment of children with SEND is assessed against the same criteria as all other pupils, namely the EYFS (early years foundation stage) framework and assessment criteria linked to The National Curriculum. With this in mind, children are judged as working at age-related expectations (ARE), working towards ARE (working within the year group or working below ARE (working in a year group below child's own. Teachers will be able to give more specific information about where children are working and what next steps need to be.

Children working significantly below ARE, may need to be assessed using pre-key stage standards at the end of key stage one and key stage 2. Children who are not yet effectively engaging with subject specific learning will be assessed using the engagement model. Parents will be informed at regular intervals throughout the school year about their child's progress and attainment.

### **Assess, plan, do, review**

At St Nicholas, teachers regularly assess the progress of all pupils. For pupils with SEND, there is a termly Assess, Plan, Do, Review cycle which parents, teachers and children collaborate in.

Assess	This occurs towards the end of a term. Teachers assess the pupil's progress towards individual targets set at the start of the term. They will RAG (red, amber, green) targets to indicate the child's progress towards them. This is shared with parents and they are invited to comment on progress through a questionnaire sent out. Parents can request a meeting with the class teacher to discuss this further should they wish to. Teachers will speak with the children to encourage them to reflect on their progress towards their targets also. Teachers will also draw upon a range of other assessment information at this point to build an accurate picture of the child's attainment and progress. <i>For children with EHCPs, termly targets are generated from the outcomes identified on the EHCP and will be a step towards achieving the broader outcomes.</i>
Plan	Using the range of assessment information gathered, teachers will set new targets for the next term. These are shared with the children and their parents on their pupil passports (see below). How children will be supported in achieving the targets through provision is also stated. Teachers keep a record of the children's individual targets on a class based plan which they refer to to support their day to day planning.
Do	Over the course of the term, the children are provided with opportunities to work on their targets.
Review	Review is an ongoing process- progress towards targets is reviewed



	throughout the term with teachers monitoring progress on a day to day basis. Should a child achieve the target before the end of the term, the target is amended to include an appropriate next step. Should progress towards the target be slower than expected, the provision will be amended or the appropriateness of the target reviewed. Termly reviews lead back to assessment in preparation for setting new targets.
--	---

### Pupil passports

Pupil passports are the vehicle that we use to share targets and provision with children and parents. They also support the children in reflecting on their own progress towards the outcomes. In EYFS and KS1 pupil passports are kept in a central location so that the children have access to them as required. In KS2 children keep the pupil passports in their trays.

Outcome 2	My progress		
To write a sequence of four who, what doing to what sentences with capital letters and full stops independently.	Stamp/sticker Date	Stamp/sticker Date	Stamp/sticker Date
<b>Area of need:</b> reading/writing/maths, sensory and physical, ESMH, social interaction/ Speech and language.	What's going well:	What's going well:	What's going well:
<b>To help me:</b> I will use colourful sentences, my teacher will check in with me in every lesson, pre teaching 1 x per week.			
My comments:			
My parents' comments:			
My Teacher's comments:			

On the pupil passports, the children's targets are clearly identified along with the provision that will help the child in achieving the target. There are three boxes where either adults or the children themselves can recognise where they have made a step towards achieving the outcome identified. This will be marked with a sticker and annotated with the date. Should the target need amending during the term, the teacher will annotate this directly onto the pupil passport. If a pupil has a pupil passport, progress towards these targets will also be discussed at parents evenings.

### Consulting and involving parents of children with SEND

From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. Parents are welcome to make an appointment to meet with their child's class teacher should they wish to discuss provision or progress at any point in the school year. Parents may also request to meet with the SENCo should they have further questions or concerns. 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. Pupil passports and where in place, individual behaviour plans are reviewed regularly with parents. Annual reviews for those children with EHCPs 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.

**Consulting young people with special educational needs about their education.**

Pupil voice is facilitate 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. Children's views are recorded on their pupil passports. Children are also involved with devising the targets on their pupil passports. 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.

**Staff Training in relation to children with special educational needs and how specialist expertise is secured.**

The SENCo 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 Executive head teacher and head of school to subject Leaders and HLTAs, are trained to deliver coaching to improve daily practice for SEN children.

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

Two teaching assistants are currently THRIVE trained including our Assistant SENCo. All other members of the teaching staff are supported by the THRIVE practitioners in understanding the basics of the THRIVE programme and how to bring the 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.

**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.**

The governing body delegates responsibility for multi-agency working to the SENCo. 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.

**Enabling children with SEND to engage with activities alongside children who do not have SEND.**

All school trips and wider educational activities are risk assessed and adaptations made to ensure that all children can safely access these experiences. Where necessary, we will allow for a higher adult/pupil ratio to enable us to keep all children safe.

Where necessary, children with SEND may be specifically supported by an adult during play and lunchtimes to ensure that interactions and experiences remain positive during the unstructured time. The adult would focus on engaging the pupil in play activities with their peers, developing social skills and safeguarding all children. Extra curricular clubs are available to all children and adjustments can be made to support access where appropriate.

All children can access the whole class PE sessions. Adaptations are required for physical reasons, and may be supported by a teaching assistant. Extra fitness movement sessions are also run to develop the gross motor abilities of children where needed. The school's accessibility plan is regularly reviewed and any physical adaptations to the school site are made as required. Eg, visibility markings for visual impairments, wheelchair access, adaptations to toileting equipment.

**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 some IPADS with specific apps that support the learning needs of individual pupils. 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 additional funding.

**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.

PSHE lessons support the development of social and emotional skills and are planned into the curriculum for all children. PSHE lessons address issues which may arise and we have



clear expectations in place for learning and social behaviour. Our school behaviour policy, focuses on 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. During these times, we will identify a key person in school for the child who can lend a listening ear s/he is worried or feeling scared. This may be the class teacher, a teaching assistant or the assistant SENCo. We will always ensure that this person is someone that the child feels comfortable with. We can also put in place a key contact for families who are having a difficult time to ensure that communication is made easier. We strongly advocate an open approach to communication as we know that this is the best way to improve outcomes for children. We work closely with 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.

### **Arrangements for supporting pupils with SEND transition between phases of education**

When pupils transfer into the school, every effort is made to obtain information from previous settings and the SENCo 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.



### **Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND**

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 SENCo as necessary. A parent is also free to contact the SENCo- contact details are at the end of this report. 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](http://www.devonias.org.uk)

### **Contact details of the SENCo**

Name: Miss Kelli Reynolds Phone contact within school hours: 01392 445403

Email: [head@stnics.uk](mailto:head@stnics.uk)

### **Contact details of support services for pupils with SEND.**

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 SENCo can answer specific questions and is contactable as detailed above. Devon's Family Information Service is also a source of useful information - [www.devon.gov.uk/disc\\_services](http://www.devon.gov.uk/disc_services)

### **The Local Authority's 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](http://www.devon.gov.uk/send)