



St Norbert's Catholic Primary Voluntary Academy

# SEND Report 2021

**Special Educational Needs and Disabilities Coordinator (SENDCo): Mrs Pam Tonge**

**SEND Governor: Mrs Freda Robinson**

## **What kinds of special educational needs and disabilities (SEND) do we provide for?**

As a Rights Respecting School we enable all of our children to enjoy their right to a good education. We cater for a small number of children who have 'significantly greater difficulty in learning than the majority of others of the same age'. We make provision for learners with physical and learning disabilities which might otherwise prevent or hinder them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.<sup>1</sup>

## **How have pupils with additional needs been identified?**

Our SEND Policy (Special Educational Needs and Disabilities) specifies our aims and objectives in relation to the identification of children who may need additional support. We use teacher assessment information (both formal and informal/incidental) to support the identification of individuals. We also work closely with families and appropriate agencies to explore any child's difficulty accessing the curriculum or meeting its demands.

## **How have parents and children been consulted?**

Children with SEND have a Graduated Approach Plan (GAP). This process is to 'assess, review, plan and do' in consultation with parents and children. Parents are always asked to attend the termly review meetings and give their opinions; the SENDCo and Class Teacher ensure that parents know how to support their child's education and needs at home.

The GAP process also allows for a contribution from the child involved. We ask children how we can help them, request their feedback and always check that they understand what is happening and why.

## **How are pupils with special educational needs assessed?**

Before children begin in the Nursery Class, our staff arrange a home visit to ensure that each child has the best provision available to meet their needs. Children within school are assessed initially as part of their cohort; where additional support within class is required, this is implemented quickly. If a member of staff has any concerns about any aspect of the child's development, they speak to the SENDCo who decides on the best support. This may involve other agencies.

We use assessments to explore reading and spelling ages, as well as mathematical outcomes. This information is shared with parents/carers at Parent Consultation Meetings.

For those children with physical needs or disabilities, we involve the School Nursing Team, Physical Disabilities Team and other agencies who may signpost specialist assessment and support.

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<sup>1</sup> Special educational needs and disability code of practice: 0 to 25 years (Department for Education) (January 2015)

Graduated Approach Plans (GAPs) which include Behaviour Plans are reviewed termly; Class Teachers and the SENDCo review progress towards meeting targets and plan new objectives for the term ahead.

### **How have we prepared pupils for the next phase of their education?**

We ensure that our academic year includes several opportunities for children to meet pupils and teachers before moving on to their next class. Formal Transition Days also allow additional opportunities for children to experience their new surroundings and get to know their new class and staff.

We work closely with local secondary schools to enable children in Year 6 to visit their new environment before moving on in September. Children with SEND and a corresponding GAP usually benefit from additional visits to their new school. Secondary colleagues are always invited to the final GAP review meetings before transition, so that they are aware of each child's outcomes and targets.

### **How have we taught children with SEND? How do we adapt our curriculum to meet a wide variety of needs?**

Our approach to children with SEND has always been to promote quality 'first teaching' in each class. Our staff have been trained in 'Dyslexia-Friendly' and metacognitive approaches which are beneficial for some children. We make learning intentions clear and scaffold for children who may otherwise have difficulty accessing the activity. Where necessary, work is differentiated to meet individual needs.

We use multi-sensory approaches to meet individual learning needs. Where children have physical needs or disabilities, we use appropriate resources and, in some cases, additional staff to support.

### **In what ways are our staff qualified to teach children with SEND?**

Staff training has qualified adults and experienced Class Teachers to support children with a range of needs, including Dyslexia, speech and language difficulties (Communication and Interaction), emotional difficulties, visual impairment, hearing impairments, Autism and physical disabilities. Other agencies are contacted where specialist guidance is required. We routinely procure training to update staff on the use of epi-pens and any other relevant medical apparatus such as inhalers. Education and Health Care Plans are completed where there is a particular need and other agencies will always become involved to provide specialist support.

The SENCO has significant experience and has a Diploma in Special Needs. She is also qualified to diagnose pupils with specific learning difficulties (PG Cert in SpLD). Another member of staff is currently training in the National Award for SEN Coordination (NASENCo).

### **How successful have we been?**

We have a proven track record in meeting the needs of children with SEND. The Headteacher ensures that needs are identified quickly and additional support is targeted, so that pupils are given every opportunity to make good progress from their first days in St Norbert's.

Parental feedback and pupil voice is very positive. Children tell us that they enjoy school and benefit from the range of activities we make available to them; they feel supported.

We have a number of mechanisms in place which allow us to support children's emotional needs and development. Our Nominated Key Person works closely with many children to resolve issues and improve readiness to learn.

**How have we involved other agencies?**

Other Agencies involved are: the School Nursing Team, Behaviour Support Service, Physical Disabilities Team, Child and Adolescent Mental Health Services (CAMHS), Counsellors, St Luke's Outreach, Autism Team, Children's Services, Speech and Language Therapy, Occupational Therapy, Hearing Impairment Support Service, Visual Impairment Service, Educational Psychology Service and the Complex Behaviour Team. The North Lincolnshire Local Offer is a website which provides links to many additional areas of support for both parents, children and their teachers. Please see [www.northlincslocaloffer.com](http://www.northlincslocaloffer.com)

**What support is available for improving the social, emotional and mental health and development of pupils with additional needs?**

Our curriculum supports the mental well-being of all pupils. Additional support is also provided by our Nominated Key person, who is available throughout the day to discuss any children's concerns; we have a selection of programmes within school, e.g. bereavement counselling or art therapy. When further expertise and additional appropriate agencies are required, parents are invited to support a referral.

**What if the family, as a whole, needs help?**

Our school is able to offer the Early Help process to parents who are concerned about their child, or who feel they need support as a family. Please speak to the SENDCo for further information.

**How can you raise a concern or make a complaint?**

If parents have a complaint, they should follow the Complaints procedure: firstly speak to the Class-teacher, then Headteacher. If a satisfactory outcome is not reached, the Chair of Governors should be approached.

Policy reviewed: LGB March 2021

Signed: 