



# SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

## SEND REPORT 2025

### UN Convention on the Rights of the Child

As a Rights Respecting School, we acknowledge our role as 'duty bearers' in promoting and protecting children's rights.



### Special Educational Needs and Disabilities Coordinator (SENDCo): Miss S Tonge

#### SEND Governor: Mrs T Dyson

"It is so rewarding to work with children who have different needs. Seeing them do well and working alongside other agencies is very motivating."

Miss Tonge (SENCO)

"It is helping me to read faster [more fluently]."

Child (Year 3)

"I can talk things through if I'm struggling."

Child (Year 4)

"The local authority and Trust SEND meetings are very useful for my practice."

Mrs O'Neill (Early Years)

"Children are well supported and challenged. Staff collaborate to ensure that targets are specific and achievable. Children know their targets and are keen to make progress towards them. On visits I am always impressed by the care and commitment of staff and the engagement of pupils in their learning."

Mrs Fowler (Governor)

"I feel well supported and have a clear timetable showing where I am working with children."

Mrs Nettleton (Teaching Assistant)

"We fully appreciate the support given in school so that our child does not fall behind academically. We are grateful work is modified to best suit our child's needs."

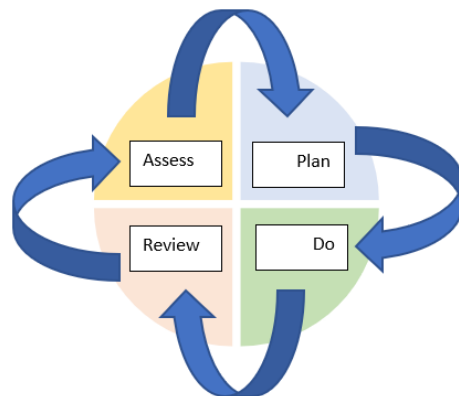
Parent response

## **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. High quality first teaching, combined with the application of a scaffolded and personalised approach, enables all our learners to have access to a broad, balanced curriculum which meets the needs of each child. 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. The Graduated Approach Plan (GAP) underpins all of our provision. This enables teacher assessment information (both formal and informal/incidental) to support the identification of individuals. All teachers are responsible for every child in their care. We also work closely with families and appropriate agencies to explore any child's difficulty accessing the curriculum or meeting its demands.



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

Before children begin in the Nursery Class, our staff arrange a home visit to plan so 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 or other agencies who may signpost specialist assessment and support.

Graduated Approach Plans, 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.

Formal assessments are completed and SEN reviews take place three times a year, whilst phonics are assessed half-termly. This enables information to be embedded in the relevant support plans and other agencies to provide input where necessary.

## **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. Parental contributions are important in the termly review meetings; 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. GAPs are specific and measurable; they are quality assured by senior leadership including governors.

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

Each academic year includes several informal opportunities for pupils to meet 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.

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

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 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 new curriculum promotes metacognitive approaches which benefit all 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.

The curriculum at St Norbert's is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy.

Good teaching for pupils with SEND is good teaching for all. Good teaching strategies:

Elaboration and detail for 6 phases of a lesson: connect, explain, example, attempt, apply, challenge.

Ways to achieve this:

- Less can be more and little and often. The way we deliver will be key. What do you want pupils to take away? What is your focus?
- Use structured, pre-planned, prepared sequence of lesson- cumulative way of teaching
- Use explicit modelling, high expectation and demonstration throughout lesson
- My turn, your turn, our turn reduces load of working memory
- Use teacher books to model tasks using visualiser
- Knowledge notes, including dual-coding vocabulary and diagrams support, language and understanding to prevent cognitive load and pupils being overwhelmed
- Highlighting of key words
- Opportunities to engage with thinking before more concrete writing.
- Tailored and personalised lessons, using the 5-a-day principles: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology. These high-quality teaching strategies benefit pupils with SEND
- Oracy: begin by articulating ideas, developing understanding and engaging with others through spoken language. Orally and physically rehearse and practice (attempt)
- Use word paths to structure concepts. Chunk the knowledge into digestible sections. Be flexible with the amount of content; some pupils will be able to process and think hard about more things. Present worked examples
- Design opportunities to retrieve and rehearse within a partially completed response framework. Use the knowledge note as a point of reference
- Pupils can now select and organise core content. Rephrase it into simple sentences with sentence or question stems
- Deliberate practice to increase attention and retention
- Pupils with SEND are entitled to think hard.

For more information about how we adapt our curriculum to meet the needs of all children, please see Appendix 1: Curriculum Adaptations at Saint Norbert's.

### **Some pupils will need further support. This includes:**

- Advice from outside agencies such as Educational Psychologist or Physical Disability Team
- Support for whole class teaching e.g. scaffolding, key words, practical manipulatives
- Staff training to support specific training e.g. Augmentative and Alternative Communication training, Trauma training, Speech and Language training, Education Health Care Plan Hub Support training, SMART Target training, Peer Leader SENCo training.
- Additional small group or individual support

- Additional time with an adult for specific interventions e.g. Precision Training
- Specific programmes e.g. Write from the Start
- Outreach support from St Luke's
- Early Help Support which supports the child and family

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

St Norbert's has experienced class teachers and teaching assistants 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 the NASENCO qualification which has developed her professional knowledge and critical understanding to coordinate Special Educational Needs provision in our setting. She is now completing SEND Peer Leading Training. She attends regular Local Authority and Trust SEN Network meetings and peer-to-peer collaboration with another school in the Local Authority. Ongoing support is provided by the SENCO to teaching staff as required.

### **Previous Priorities in SEND 2024-2025**

- To further embed ReadWriteInc. Phonics to ensure a consistent approach.
- To strengthen the curriculum so it is sequentially planned, is progressive and enables pupils to know and remember more.
- Embed practices and strategies for retrieval practice to ensure pupils know and remember more. (New Curriculum is guided by research and evidence-led practice, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy.)
- Strengthen provision for SEND pupils by ensuring that targeted support is well planned and inclusive.

### **Current Priorities in SEND 2025-2026**

- To continue to strengthen provision for SEND pupils by ensuring that targeted support is strategic and inclusive.
- To further curate and refine the curriculum to ensure that it continues to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- To narrow gaps so that children with SEND attain standards in line with or close to their peers.

### **School SENCo training:**

- Peer Leadership SEND training collaborating with another school in the Local Authority
- Trauma training
- EHCP Hub Training

### **Staff training**

- SMART target training
- Augmentative and Alternative Communication training
- Early Help Training
- Protective Characteristics
- Rights Respecting
- SaLT training
- Team Teach
- Early Years Foundation Stage SEND Networking training
- Phonics Training
- Restorative Practice
- Pre-Key Stage Training

### **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 at St Norbert's.

No child has been excluded or suspended from our school in living memory.

Parental feedback and pupil voice are 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 (Mrs Mell) works closely with many children to resolve issues and improve readiness to learn. Specific, one-to-one support has been provided by the nursing team. Support for vulnerable pupils is routinely provided by the NSPCC PANTS workshop. E-Safety officer - Tim Pinto - has provided IT workshops and discussion groups for pupils, staff and parents.

Pupils with SEND are able to engage in a range of activities together with pupils who do not have SEND e.g. art club, tennis club, gardening club, Speech and Drama Club, Choir, whole school performances, Leading Lights Mission Group, Year 6 SATs Booster, dentist workshops, besides our daily Breakfast Club and Out of School Club.

### **How have we involved other agencies?**

Other Agencies involved are: School Nursing Team, Behaviour Support Service, Physical Disabilities Team, Child and Adolescent Mental Health Services (CAMHS) plus Neurodiversity Pathway Assessment Service, 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 are able to deploy 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, which is explained on our school website.

Updated: March 2025

**CURRICULUM ADAPTATIONS AT SAINT NORBERT'S****EYFS**

Opportunities and experiences in foundational knowledge, based on Rosenshine Principles, can be learnt through play and through guided activities that will allow pupils to explore, experiment and think hard about new and important concepts. The Early Years Team continuously assess children's knowledge. If there are gaps in children's learning, then adaptations will be made in the provision in forthcoming weeks. Provision is open-ended and allows children to access it regardless of ability.

Rosenshine Principles:

- Daily review of learning
- New materials in small steps
- Ask questions
- Provide models
- Guide pupil practice
- Check pupils understand
- Obtain a high success rate
- Scaffold for difficult tasks
- Independent practice
- Weekly and monthly review.

**Maths**

Pupils with SEND are not always low attainers, so for some the usual curriculum with additional resources suitable for meeting their particular needs will be sufficient. If some other pupils are operating one or two years behind the expectations for their year group, then we consider what is realistic for these pupils, given their needs, in terms of catching up and keeping up. We consider how pupils, with appropriate support, might catch up over the next term, year or key stage. We know our individual pupils and their needs well enough to define and demonstrate what is ambitious for each individual, and what measures need putting in place to help pupils meet these goals. This 'small steps' structure, progression documents and assessments that underpin the White Rose Maths curriculum help us to identify gaps. We then take steps to support all pupils to make progress, by using material or structures from earlier year groups as necessary.

**English**

We aim to inspire and foster a love of reading amongst our pupils, seeing this as fundamental to children's development and the foundation for their learning throughout their time at school.

Within reading lessons and 1:1 reading, struggling readers are identified and bespoke interventions are put in place; these include: RWI spelling programme, 'Precision Teaching' of Y2 words, RWI comprehension programme, 'Write from the Start', Reception 'Keep Up', Year 1 'Catch Up', letter formation intervention and initial sounds intervention.

In the Early Years Foundation Stage and Key Stage One, decoding, blending and comprehension skills are taught through ReadWriteInc. Phonics. Through this curriculum, children are provided with materials which are closely matched to their phonic knowledge.

In Key Stage Two children take part in scaffolded CUSP lessons through which they are given explicit vocabulary instruction, deliberate fluency instruction and explicit teaching of comprehension strategies. Lessons focus on the key reading skills: summarising, retrieval, inferencing and predicting. Teachers follow the 'I do, we do, you do' teaching model - based on Rosenshine's teaching principles - in order to guide and support all children effectively.

In a Writing lesson, children 'connect' to previous learning; the task is then 'explained' with knowledge organisers and knowledge notes to support and scaffold. Next, children are given 'examples' of a quality text to use as a basis for their own writing. Through discussion and modelling, children can then 'attempt' similar work and 'apply' their own ideas, based on the good teaching strategies outlined earlier. Further 'challenge' is provided based on the children's ability.

**Art and Design and Design Technology**

Teachers consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. Pupils with language and communication difficulties (including those with ASD) may receive additional visual prompts to help them understand what is expected of them. Some pupils may receive individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable 'chunks'. Some pupils may have sensory sensitivities; for those pupils, adjustments are made in order for them to access materials. Pupils who have significant motor skill difficulties may receive pencil grips or sloped surfaces upon which to work.

### **Science, Geography, History**

CUSP 'Thinking Hard' routines support coherent formation of long-term memory in the following ways:

- Avoid lesson fade: the use of cumulative tasks (Teach-Task-Teach-Task) model. It is much more effective than a huge amount of information and instructions that overload the working memory.
- The Teach-Task cumulative sequence draws on the six phases of a lesson, supporting coherent and effective creation of long-term memory.
- Oral Rehearsal allows pupils to formulate and practise responses before recording or writing these down.
- Pathways enable pupils to record and verbally share their knowledge and understanding, removing the pressure of extended writing.
- We 'chunk' Knowledge Notes into manageable sections, highlighting key vocabulary.
- We use dual coding and annotation.
- We use alternative ways of recording. Teachers know and adapt to meet their learners' needs by targeting additional input to lower attaining pupils and those with SEND.

### **French and Music**

Pupils with language and communication difficulties (including those with ASD) may be given additional visual prompts to help them understand what is expected of them. Some pupils may use individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable 'chunks'.

For some pupils who have specific challenges around processing, some of the tasks require adaptation to ensure that all can participate fully in the lesson. This may mean reducing the number of words or activities in a task, introducing the use of a scribe for lessons with a writing focus or another adaptation specific to the pupils in the class. It also may mean reducing the number of instructions, introducing the use of a reader for lessons with a reading element (including lyrics), or any other adaptations specific to the pupils in the class.

Some pupils may have a hearing impairment; Teachers therefore think carefully about how this impacts their ability to hear and produce each sound and consider how best to adapt the French or Music lessons to ensure these pupils can be successful.

Some pupils may have a visual impairment. This may impact their ability to read and follow musical notation. Teachers think carefully about how they can adapt these lessons, possibly including the use of technology, to ensure that these pupils can access the same high-quality curriculum experience.

### **PE**

Physical Education Curriculum is based on Primary Steps. When considering pupils with SEND, we understand the type of support they require (e.g. communication, physical, social), define safety and how safety measures can be applied, determine their skill level in relation to the activity and balance the relationship of skill level to the complexity of the task. Finally, we evaluate the success of the activity based on the required modifications and adjust as necessary.

We understand SEND children's perspective so that they feel confident to discuss issues they might be having in PE; this will enable them to build their self-confidence over time.

Empowering SEND pupils to be comfortable with themselves and their abilities will assure them that they truly belong amongst their peers. Understanding the specific needs of our SEND pupils is crucial so that they become confident enough to engage with PE and realise how beneficial it can be for their mental health too.

We always consider:

- **Space** – we modify the physical space of the activity to match the skill level of participants and remove obstacles and distractions (e.g. distance travelled, size of playing area, use of different zones).
- **Task** – we break down the activity into small, easy-to-understand, steps which allow SEND pupils to take their time during their physical education. SEND pupils can then learn at their own pace and become composed with the activity they are trying to perform.
- **Equipment** – we ensure that equipment suits the needs of the pupils and all should be able to use it to complete a particular activity effectively. We modify the purpose, type, and use of equipment (e.g. size, shape, colour, texture, weight, etc.)
- **People** – We try to match the ability levels of pupils so that they do not feel unmotivated or discouraged by physical education. Rules are modified to allow for different levels of participation within the same task.