



# St Nicholas Catholic Academy

*'St. Nicholas Catholic Primary School is striving to be 'an inspiring & aspirational learning community, following in the example of Jesus'*

## SEND Information Report

September 2022

SENCO: Mrs E Baines

SEND Governor: Karen Green

Head Teacher: Mr M Davies

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Dedicated SEND time: Tuesday, Wednesday

Local Offer Contribution:

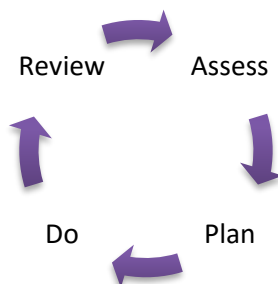
<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=8SPLkVrHFjk&familychannel=10-2>

### Our Approach as a School:

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High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** The pupil's needs are analysed using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis is regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. We use Pupil Learning Plans to inform our provision for SEND children over the course of the year.

**Plan:** Planning involves consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. We have IEPs which use PIVATs to support target setting and progression for all SEND pupils.

All those working with the pupil, including support staff are informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

IEPs are written to support the pupil and regularly reviewed, progress through the PIVATs grid is clearly highlighted to show progression and next steps in a child's progression, this is used as a guide for target setting for each child. IEPs are reviewed and updated as needed and are discussed with parents on a termly basis during a meeting with the Class Teacher. The school provision map is regularly reviewed and updated to show the support and resources available for children with SEND.

**Do:** The Class Teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where interventions may involve group or one-to-one teaching away from the main Class Teacher. They work closely with Learning Support Assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

**Review:** Reviews of a child's progress are made regularly. The review process evaluates the impact and quality of the support and interventions. It takes account of the views of the pupil and where necessary their parents. The Class Teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. The SENCO (Inclusion Manager) meets with Key Stage Leaders and Class Teachers to discuss intervention support required for the pupils in their classes.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

## SEN Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support, This provision map shows the provision we make for the four areas of need and support:

Area of Need	Wave 1 (All pupils where appropriate)	Wave 2 (Catch Up and support as needed)	WAVE 3 (SEND & specialised support)
Communication & Interaction	<ul style="list-style-type: none"> <li>Circle Time &amp; PSED sessions</li> <li>Differentiated Curriculum, planning, activities, delivery &amp; outcomes using simplified language.</li> <li>Increased Visual Aids, can include use of materials from Abbots Lea outreach.</li> <li>Visual Timetables</li> <li>Use of symbols</li> <li>Structured school &amp; class routines</li> </ul>	<ul style="list-style-type: none"> <li>Personalised visual schedule/timetable</li> <li>Direct instructions</li> <li>Small group work to support PLP targets.</li> </ul> <p>Interventions:</p> <ul style="list-style-type: none"> <li>Talking Partners</li> <li>Drawing &amp; Talking</li> </ul>	<ul style="list-style-type: none"> <li>Use of TEACCH strategies for ASD children</li> </ul> <p>Outreach:</p> <ul style="list-style-type: none"> <li>Educational Psychologist</li> <li>SENISS</li> </ul> <p>Specialist support:</p> <ul style="list-style-type: none"> <li>Speech &amp; Language referrals &amp; support</li> </ul>
Cognition & Learning	<ul style="list-style-type: none"> <li>Differentiated Curriculum, planning, activities, delivery &amp; outcomes using simplified language.</li> <li>Visual Aids</li> <li>Illustrated dictionaries</li> <li>Writing frames</li> <li>Access to ICT &amp; iPads</li> <li>LSA support as required</li> <li>Bilingual books for EAL children</li> <li>Word walls &amp; word banks</li> <li>Apparatus to support learning</li> </ul>	<p>Interventions:</p> <ul style="list-style-type: none"> <li>Project X Reading</li> <li>Read, Write, Ink phonics &amp; spelling</li> <li>Fresh Start</li> <li>1<sup>st</sup> Class @ Number</li> <li>1<sup>st</sup> Class @ Arithmetic</li> <li>Numbers Count</li> <li>Additional phonics</li> <li>Nessy</li> </ul>	<p>Coloured overlays for reading</p> <p>Writing slope</p> <p>Specialist Dyslexia Teacher</p> <p>Outreach:</p> <p>SENISS</p> <p>Interventions:</p> <p>Toe By Toe</p> <p>Power of Two</p>
Social, Emotional & Mental Health	<ul style="list-style-type: none"> <li>Whole school behaviour policy</li> <li>Whole school/class rules</li> <li>Whole school/class rewards systems</li> <li>Circle time/PSED sessions</li> <li>Good relationships built with pupils to support their SEM health.</li> <li>Pastoral Care Mentor to support relationships with Parents as needed.</li> </ul>	<p>Interventions:</p> <p>Talking Partners</p> <p>Drawing &amp; Talking</p> <p>Rainbows</p> <p>Happy to be me</p>	<p>Outreach:</p> <p>Educational Psychologist</p> <p>Specialist support:</p> <p>YPAS Counselling</p> <p>Bereavement Service Counselling</p> <p>CAMHS referral</p> <p>PSS Prisoners families</p>
Sensory and/or Physical Needs	<ul style="list-style-type: none"> <li>Pencil Grips</li> <li>Use of ICT to support learning</li> <li>Handwriting &amp; Fine motor skills practise</li> </ul>	<p>Fine motor skills activities</p> <p>Interventions:</p> <p>Fine motor skills</p>	<p>Coloured overlays for reading</p> <p>Writing slope</p> <p>Specialist support:</p> <p>Sensory Service support</p> <p>Sensory Service specialist staff &amp; teacher</p> <p>Occupational Therapy referral</p> <p>SENISS</p>

As of July 2022, we have 37 children or young people receiving some form of SEND Support. This is above the national average at 24%, over half of our SEND children also have a double barrier to learning because they also have English as an additional language (EAL). We have 4 children with an ECHP, 3 of these children are supported in school through the use of High Needs Top up funding.

We have internal processes for monitoring quality of provision and assessment of need. These include internal referral forms, intervention tracking, pupil progress meetings, provision mapping and regular meetings held with staff to discuss children's progress.

### **Working with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
IEP meetings	Parents, Class Teachers, SENCO	Termly
Individual meetings	Parents, SENCO, other teachers and staff as applicable.	As required
Specialist meetings	Parents, SENCO, PCM, specialist staff from outside agencies	As required
EHAT meetings (Early Help Assessment Tool)	Parents, SENCO, PCM, specialist staff from outside agencies, teachers	As required
Annual Reviews	Parents, SENCO, Plan Writer from LA, Teachers, Specialists	Once a year

### **Staff development and Qualifications**

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
E.B	SENCO	PG Cert SEN (SENCO Award)
	TEACCH course (ASD)	Training course
	Speech & Language	Level 3
	EHAT Trained	
	SpLD Dyslexia	PG Cert SpLD (Dyslexia)with AMBDA/ATS
H.N	Counselling	Level 1 Level 2
	Peer support & mentoring Rainbows	Training Course
	Peer Massage	Training Course
	Happy to be me (self-esteem nurture programme)	Training Course

	EHAT Trained	
LJ	Level 3 LSA RWI Makaton	Level 3 Course
JD	ABA Practitioner	
Training offered to all Staff	RWI Phonics	
Training for relevant staff EYFS/KS1	Well Comm	

In 2021-22 we put in additional training into;

- SEND Roles and Responsibilities for staff
- *NELI training for EYFS staff*
- Phonics Training
- Training for relevant support staff has taken place in Makaton, down syndrome awareness and support, Speech and Language, OT.
- Our SENCO attends the School Improvement SEND Briefing in March and November
- All staff receive regular safeguarding training at the relevant level.

*In 2022-23 We have been heavily focussing on a whole school approach through the use of RWI phonics to help support all children, but particularly those SEND children who missed learning through school closures.*

*We have also been using Nessy online programme to support those children with SpLD or difficulties with Reading and Spelling, this can be used at home and in school so is helpful for any bubble or school closures during the pandemic, this will continue into 2022-23*

*We also used the additional catch up funds from the government to support intervention work and catch up support which will be used for some of our SEND pupils.*

*We have been working with Talk About Town and use of Well Comm to screen and support our pupils with speech and language needs will be working further with Talk About Town and using the Well Comm screening system to further support the speech and language development of our pupils during 2021-22. They are also able to support some of our training needs.*

## **Staff deployment**

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

We have 1 Higher Level Teaching Assistant, 4 Learning Support Assistants and 1 trainee LSAs across EYFS and Key Stages, they are deployed to support pupils through intervention programmes, classroom support and individual support.

We employ 4 1:1 LSAs supporting children in Year 4 and Year 5 with a variety of special needs, this support is provided through 'High Needs Top Up Funding'.

## **School External Partnerships and Transition Plans**

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to provide adequate transition arrangements for children moving on to secondary school and welcoming children to our Early Years Foundation Stage. Staff took part in visits and transition events to gain and pass on information to help

transition. We also included the pupil's forthcoming schools in EHAT meetings to ensure a smooth transition.

Where appropriate we include other schools and services in EHAT meetings to ensure that we provide a comprehensive wrap around care for the family even if their siblings are in a different school.

We forward documentation onto the pupil's next school and speak to them to ensure they are aware of the child's individual needs.

We closely monitor children and young people's destination data.

## **Complaints**

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Our complaints procedure can be found on our website and a copy can be gained from the school office.

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

This year we have had no complaints regarding SEND.

## **What has and has not worked this year**

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For our school these have included;

Areas of success;

- Developing the use of Well Comm across school- disrupted in 2020 and 2021 due to lockdown
- To further develop use of RWI as a whole school approach to help support pupils with catch up following lockdown closures.
- Use of Talk about Town assessment and support for children with speech and language needs. We will be working with Chatterbug during 2022-23
- Further develop use of Nessy and assess impact on pupils learning
- Makaton training for relevant staff to fully support pupils who need it for communication
- Using 1:1 LSAs to provide high quality support.
- Providing personalised learning for our SEND children through the use of IEPs
- 1:1 SENCO assessments of children as part of graduated response which works well to support teachers and referrals to outside agencies such as Ed Psych.
- Use of outreach providers to support children with SEND.

Areas for more development

- To further develop consortia links and support.
- To further develop use of Well Comm screening to include older children across the school.
- To further embed dyslexia friendly strategies across school.
- To provide refresher training for ASD for staff
- To develop a parent support through coffee afternoons which have a specialist available to speak to as available- when able to within Covid guidelines
- Improving teacher's knowledge and skills in supporting pupils who have communication difficulties and how to use Well Comm to aid this.
- Class monitoring visits to ensure SEND support is of high quality in each class.

We intend to address this through seeking advice and support for enhancing provision, developing consortia links, developing skills for staff to support pupils with dyslexia through the cascading of knowledge from SENCO/Specialist dyslexia Teacher

### **Further development**

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Our strategic plans for developing and enhancing SEND provision in our school next year include learning walks, staff training, evaluation of data and collaboration with stakeholders in order to provide adequate provision for our SEND pupils.

**Relevant school policies underpinning this SEN Information Report include:**

**SEND Policy**

**Teaching & Learning Policy**

**Marking Policy**

**Equal Opportunities Policy**

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body: Sept 2022**