



# **St Catherine Catholic Primary School and Nursery**

## **Special Educational Needs and Disabilities Report**

### **Our school's approach to supporting pupils with SEND**

The school is proud of the provision it offers for children with a wide variety of Special Education Needs and Disabilities. Children with special needs, whether short or long term are entitled to the same access to the curriculum as other children. We fully support each child's rights to a broad, balanced and relevant curriculum and promote access to the curriculum through the implementation of individualised learning programmes that focus on particular areas of difficulty for the child. All Hillingdon schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. St Catherine School is supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible and where families want this to happen.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

### **Responsible Persons**

- Governing Body
- SEND Governor
- Executive Headteacher
- Head of school
- Assistant Head
- Special Educational Needs Coordinators (SENCO)
- Class teacher

The SEND co-ordinators for the school is Mrs A. Bishop ([senco@stcatherine.co.uk](mailto:senco@stcatherine.co.uk))

## Identifying and assessing pupils with SEND

The Special Educational Needs (SEND) Code of Practice 2001, which was revised in 2014, provides guidance on the duties of schools, local authorities and others working with children who have SEND.

The Code of Practice focuses on meeting these needs in the classroom. All staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment.

Our SEND Policy, Behaviour Policy, Admission Arrangements & Accessibility Plan can be viewed at:

<https://www.stcatherineprimary.co.uk/>

### **STEP ONE**

#### **Early Identification**

It is the aim of school, working in partnership with parents, to identify any difficulties that your child may be having.

This could take many forms:

Delayed development of, or problems with speech

Difficulty understanding others speech or making themselves understood

Difficulty with sight or hearing

Difficulty with gross motor skills such as balance and ball skills

Difficulty with fine motor skills such as gripping a pencil, handwriting and cutting

Generally falling behind peers in literacy and maths

Pronounced difficulties with reading, writing and spelling

Behavioural concerns

#### **Raising Concerns**

Once concerns have been raised, by parents or school, we will review and monitor your child's progress and carry out any necessary assessments to determine the nature and severity of the difficulty.

### **STEP TWO**

#### **Special Educational Needs Register**

Once a difficulty has been identified and if it is felt that a child requires extra support beyond what the school currently offer through our interventions, a specialist assessment from an outside agency may be required.

If a more specialist assessment from an outside agency is required then, with parental permission, a referral will be made to one of the following agencies:

SaLT - Speech and Language Team.

Occupational Therapy - who deal with physical difficulties.

Hearing Impairment Service.

CDC - Child Development Centre - who deal with global issues such as Autism (ASD).

CAMHS- Child and Adolescent Mental health service

Educational Psychologist

SEND Advisory Service

These referrals are either made directly by school or through your GP by means of a letter

from school.

Once their specific need has been identified, a child, with parental permission, will be put on the Special Needs Register and receive an IEP (individual education plan) or a MSP (My support plan). This plan will be reviewed termly with parents and pupils.

### **STEP THREE**

#### **Education, Health and Care Plan**

In a minority of cases it may be necessary for school to seek, in partnership with parents, An Education Health and Care Plan. This would only be necessary if:

The extra intervention provided is not having the necessary impact.

A child has a severe need in one area or requires the intervention of a number of different outside agencies.

A child is dramatically behind age related expectations.

In order to make sufficient progress or access the National Curriculum, 1:1 support or specialist provision is needed.

If an EHCP is required the school will work closely with parents, and the child, to work through the many stages of the application process.

#### **Consulting with pupils and parents**

Parents are informed when there is a concern about their child's progress. This may be through an informal meeting or at a termly parents' consultation evening with the class teacher and /or SENCO. If a decision is made to move a child to SEN Support, parents will be consulted for their views on targets and strategies; ways in which they can support their child will also be discussed. Wherever possible, the views of the child are also considered. St Catherine Catholic Primary School and Nursery manages SEN support through an Individual Education Plan which is reviewed termly with both child and parents.

If a child has an EHC plan, this must be reviewed annually. All parties involved with the child are invited, including the parents or carers. The views of the parents/carers are sought and the child's views are also recorded and considered. The child will also visit the meeting, if appropriate.

#### **Teaching approach**

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual children's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all children can experience success and challenge in their learning. Additional adults are used flexibly to help groups and individual children with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

#### **Interventions**

Access to a supportive environment:

- Specialist equipment, including IT, to access the curriculum where appropriate.
- Use of coloured overlays for reading
- Pre-teaching curriculum vocabulary
- Prompt and tasks boards for organisational purposes.

- Use of visual timetables (widgetonline)
- Concrete resources
- Sensory equipment
- Individual workstation

#### Provision to facilitate or support access to the curriculum

- Targeted 1:1 support in the classroom from Teaching Assistant (TA) or class teacher (CT)
- Small group support from TA/CT
- Breaking down of activities into small chunks.
- Repetition of instructions and key information.
- Use of specialist equipment such as seating, writing slopes or IT equipment.
- Visual support
- Use of Individual Classroom Strategies as detailed on pupil passport

#### Strategies to support and develop literacy

- Small group support in class with guided teaching
- Working 1:1 or in a small group with TA or CT for planned programme such as phonics or reading comprehension and writing skills.
- Frequent reading practice.
- Social Skills programmes/ support strategies to enhance self-esteem/ reduce anxiety
- Use of social stories to discuss events
- Break time structured activities group to alleviate unstructured time
- Individual focused TA playground support for some named children
- Blanks level questioning
- Colourful semantics
- Precision spelling
- SNIP spelling programme
- IDL programme

#### Strategies to support and develop numeracy

- Small group support in class with guided teaching
- Working 1:1 or in a small group with teaching assistant or class teacher for planned programme/ boosting
- Precision maths
- 5 minute numeracy box
- Times table intervention
- IDL programme

#### Strategies/ programmes to support Speech and Language

- Intervention programmes from a Speech and Language Therapist delivered by class teaching assistant
- Visual support for language
- Pre- learning of vocabulary
- Speech link assessment and intervention programme

#### Strategies/ programmes to support Occupational Therapy /Physiotherapy Needs/ Motor needs

- Intervention programmes from an occupational therapist or physiotherapist delivered by class teaching assistant
- Provision of equipment advised by Occupational therapist
- Handwriting and motor support including activities from occupational therapists

## Strategies to Support Behaviour

- Use of school's behaviour policy, available on website.
- Use of Home School Communication books with parents, praise, rewards and sanctions
- Individual behaviour plan
- Implementation of programmes of support as advised by EP /CAMHS

## Extra Activities

St Catherine Catholic Primary School and Nursery is committed to meeting the needs of all pupils, both in and out of the classroom. Pupils have access to all activities and trips offered by the school. Where necessary additional adult support will be available to assist pupils at after school activities and on visits and trips. Parents will be asked to meet school staff to plan appropriate support where necessary.

## Meeting the Social and Emotional Needs of children with SEND

The social and emotional needs of a child may be identified by the class teacher or brought to the attention of the school by family members or carers, or by an outside agency. The school would support the child through an individual nurturing approach, in conjunction with parents/carers or other agencies. The school also runs social skills groups to develop children's social skills, with targeted adult support. Where appropriate the school may involve other services, such as SAS or Social Care. The school takes a rigorous approach against bullying, which is laid out in the school's anti-bullying policy available on the school website. The school also provides information on e- safety.

## Keeping Up to Date with Knowledge and Skills

The school is committed to Continuing Professional Development (CPD) for all staff. The school audits its need for training against its pupils' current and future needs and from this develops a programme for training. Training may be secured from expertise within the school, or outside services may be asked to provide training. Staff attend training delivered outside school as required. The SENCO attends regular meetings provided by the Local Authority to keep up to date with provision for SEND in Hillingdon.

When supporting children with medical needs the school uses the school nursing service to provide training and care programmes.

## Transitions

The school liaises closely with other schools our children may come from. The school also liaises with the secondary schools our pupils move on to. Liaison involves the passing of information, attendance at SEND meetings, including termly reviews of MSP's and annual reviews for children with EHC plans by staff from the receiving school.

Children may be prepared for transition in the following ways:

- Take part in transition groups to explore issues around transition.
- Visits to new school to familiarise themselves with the environment of children.
- Meeting key staff in advance
- The provision of maps, photographs and booklets to familiarise children with new school and staff before they arrive.

FURTHER INFORMATION about support and services for students and their families can be found at:

Hillingdon Local Offer : SEND local offer – <https://hillingdon.gov.uk/send>

Hillingdon Council SENDIASS: <https://www.hillingdonsendiass.co.uk/home>