



ST. PATRICK'S
CATHOLIC PRIMARY SCHOOL

St Patrick's Catholic
Primary School

SEN/D Information Report

What kind of Special Educational Needs does St.Patrick's make provision for?

At St.Patrick's we make provision for all 4 categories of Special Educational Needs and/or Disability (SEN/D):

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD)

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

For further information on the provision for SEN/D pupils in St.Patrick's please refer to our SEN/D policy and detailed Local Offer.

How does St.Patrick's identify and assess pupils with SEN/D?

At St.Patrick's we adopt a whole-school approach to SEN/D policy and practice. We have a clear approach to identifying and responding to pupils with SEN/D. Pupils identified as having SEN/D are, as far as is practicable, integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are included into all aspects of the school. We work closely with outside agencies to support pupils with SEN/D in order to ensure their inclusion.

The new SEN/D Code of Practice (2014) makes it clear that all teachers are teachers of pupils with SEN/D. We follow Camden's guidance for the identification of SEN/D. We are committed to personalised planning, regular assessment (through a graduated approach: **Assess-Plan-Do-Review**), and reviews to make sure that pupils with SEN/D make progress. We hold termly Class/Pupil Progress Meetings with the Head Teacher, Deputy Head, SEN/D Co and class teacher to ensure that those pupils requiring different or additional support are identified at an early stage, and that the appropriate support and provision is put in place.

For further information on how we identify and assess pupil with SEN/D please refer to our SEN/D policy and detailed Local Offer.

What provision does St.Patrick's make for pupils with identified SEN/D whether or not they have EHC plans?

At St.Patrick's we offer a range of interventions to support children with SEN/D. The SEN/D Co in collaboration with the class teacher will decide upon the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil,
- Provision of alternative learning materials/ special equipment,
- Group support,
- Provision of additional adult time in devising interventions and monitoring their effectiveness,
- Staff development/training to undertake more effective strategies,
- Access to LA support services for advice on strategies, equipment, or staff training,

For further information on provision please refer to our SEN/D policy and detailed Local Offer.

Who is our SEN/D Coordinator?

Our SEN/D Co is Miss Cosh. You can contact her on:
0207 267 1200 or admin@stpatricks.camden.sch.uk

Key SEN/D Co responsibilities include:

- Overseeing the day to day operation of the school's SEN/D policy.
- Coordinating provision for pupils with SEN/D (tracking and closely monitoring the attainment and progress of pupils with SEN/D)
- Liaising with, advising and contributing to in-service training.
- Advising on a 'graduated' approach to providing additional SEN/D support.
- Liaising with parents and ensuring pupil's voice is heard.
- Being a key point of contact with external agencies e.g. health, social care, educational psychologists. Liaising with early year's providers and secondary schools (transition).
- Collaborating with curriculum leaders so that the learning for all pupils is given equal priority.
- Ensuring with the Head teacher and Governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements (see Accessibility Plan).

For further information on roles and responsibilities please refer to our SEN/D policy and detailed Local Offer.

How do we ensure our staff are trained in relation to SEN/D and how do we secure specialist expertise?

At St.Patrick's we ensure that pupils with SEN/D are well supported and achieve their full potential. We have a strong commitment to developing the expertise of all teaching and support staff:

- Our principles, practise and procedures are regularly reviewed.
- The SEN/D Co identifies and prioritises the training needs of individual staff and arranges in-service training for whole school staff.

- Support staff attend training within school led by class teachers, the SEN/D Co or outside consultants. They are also encouraged to attend LA training for further professional development e.g. specialist courses, SEN/D Co forum.
- We take full advantage of support/training and advice offered by external agencies and professionals such as:
 - Educational psychologists,
 - Medical officers,
 - Speech therapists,
 - Physiotherapists,
 - CAMHs,
 - Occupational Therapists,
 - The Primary Learning Support Service,
 - Hearing impairment services,
 - Visual impairment services,
 - Camden Language and Communication Services,
 - Education Welfare Officer,
 - Social Services,
 - Sure Start,
 - EYFS Intervention Team,

We know that pupils will frequently have a range of needs. We annually complete an **AUDIT** of staff training needs – this includes knowledge and expertise surrounding different SEN/Ds. We provide training for all of our TAs and LSAs who are working with pupils with particular SEN/Ds (e.g. slow progress in reading, number and communication). We also provide specialist training for who support pupils with more complex needs (e.g. Autism).

We have provided a whole staff briefing on the procedures set out in the new SEN/D Code of Practice and our SEN/D policy – so that all staff understand their roles and responsibilities with regard to provision for SEN/D pupils.

For further information on staff and SEN/D training please refer to our SEN/D policy and detailed Local Offer.

How will we secure funding for specialist equipment and facilities to support children with SEN/D?

We receive funding from the Local Authority once a year for supporting children with SEN/D. Senior leaders have the responsibility to use this funding to meet the different needs of our

children. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in the school SEN/D policy. The school will apply for additional resources (for example through an Education Health Care Plan – EHCP) when we cannot meet a complex and/or severe need through our own budget.

Personal budgets

A personal budget is an amount of money identified by the LEA to deliver some of the provision in the EHC plan. The school may also use Pupil Premium funding where pupils with SEN/D are also/or have been eligible for free school meals. Details of the personal budget should be set out clearly within an EHC plan.

For further information on funding and personal budgets please refer to our SEN/D policy and detailed Local Offer.

Furthermore, we work hard to make sure that our school building and all classrooms are safe, stimulating and accessible. *For further information please refer to our Accessibility Plan on.....*

How do we consult with parents of children with SEN/D about the education of their child?

At St. Patrick we recognise that an effective partnership with parents/carers is of prime importance. The school will actively seek the involvement of parents in the education of their pupils. It is recognised that it is particularly important with pupils who have SEN/D where the support and encouragement of parents is often a crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their child in accordance with the recommendations outlined in the new SEN/D Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

At St.Patrick's we meet with parents of all children 3 times a year to discuss their attainment and progress. For parents of children with SEN/D we have additional meetings to discuss their child's progress towards outcomes identified in their Individual Provision Plan (IPP). This is called a SEN/D Review meeting. In addition to this, parents are encouraged to make appointments to meet with school staff whenever they wish to discuss queries or questions regarding their child, and the school will contact parents for additional meetings whenever necessary.

For further information on parent and participation please refer to our SEN/D policy AND DETAILED Local Offer.

How do we consult with children with SEN/D about their education?

We believe that the best way to find out if a child is happy; feeling safe and taking part in the full life of our community is to hear their voice, especially those most vulnerable. At St Patrick's we involve children with SEN/D in consultations about their education and be fully aware of their own needs and the targets in their IPPs (whenever this is appropriate, taking into account their age and level of understanding). We will encourage all pupils to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

For further information on pupil participation please refer to our SEN/D policy and Local Offer.

How do we support children with SEN/D in transferring between phases in education?

Transition is a part of life for all learners whether it is moving to a new class or a new school and we recognise that it is an important time for all children, especially those with SEN/D.

At St.Patrick's we plan all transitions (between phases) carefully to ensure they run as smoothly as possible. Planning for transitions within the school takes place in the Summer term and arrangements for pupils with SEN/D will be planned according to their individual need.

For further information on transition please refer to our SEN/D policy and detailed Local Offer.

How does the school involve other bodies, in meeting the needs of pupils with SEN/D and supporting their families?

Partnerships with external agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEN/D. When it is considered necessary, colleagues from the following support services will be involved:

- Educational psychologists,
- Medical officers,
- Speech therapists,
- Physiotherapists,

- CAMHs,
- Occupational Therapists,
- The Primary Learning Support Service,
- Hearing impairment services,
- Visual impairment services,
- Camden Language and Communication Services.

In addition, important links are in place with the following organisations:

- The Local Authority,
- Specialist Services,
- Education Welfare Officer,
- Social Services,
- Sure Start,
- EYFS Intervention Team,

For further information on support from external agencies please refer to our SEN/D policy and detailed Local Offer

Contact details of support services for parents of pupils with SEN/D including those for arrangements made in accordance with clause 32 (information regarding mediation between parents and the local authority)

For further information please see Camden's Local SEN/D Offer– 'support for parents and carers': www.localoffer.camden.gov.uk

What are the Governing Body's arrangements for dealing with complaints from parents of pupils with SEN/D concerning provision at St Patrick's?

Handling Complaints

Stage 1: If a Parent/Carer is unhappy about the education of their child or not sure about what provision is put in place for their child, they can meet with the SEN/D Co to voice their concerns. The SEN/D Co will be happy to talk about the complaint, make a note of it, investigate it and then let the parent/carer know the outcome.

Stage 2: If after speaking to the SEN/DCo a parent/carer remains unsatisfied with the outcome, they can arrange to speak to the Head teacher.

We are confident that we can resolve any difficulties through discussions with the class teacher, SEN/DCo, Head teacher and other relevant agencies.

Stage 3: If it is felt that the matter is still unresolved, then a parent/carer can make a formal complaint to the Governing Body or LA. For further information please contact the school office on 0207 267 1200.

Arrangements for the Treatment of Complaints:

Parents have the following rights of redress, should the school, Governors or Camden Authority fail in their duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- Westminster Diocese Complaints Procedure.
- An appeal to The SEN/D and Disability Tribunal.
- A claim against the responsible body (Chair of Governors or LA) for disability.
- To the SEN/D and Disability Tribunal for discrimination.
- A complaint to the LA Ombudsman.

For further information on the role of the Governing Body please refer to our SEN/D policy and detailed Local Offer.

The Local Authority's local offer is published at www.localoffer.camden.gov.uk

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