

# Special educational needs (SEN) information report

St Patrick's Catholic Voluntary Academy



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.st-patricks.sheffield.sch.uk/policies> /SEND Policy.

You can also ask a member of staff for a paper copy of this policy or to send you the policy.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## **Introduction:**

The named person (SENCo) for managing St Patrick's Catholic Voluntary Academy and the settings response to ensuring that that provision we make for children and young people with SEND is **Sarah Verdon-Smith**.

## **Philosophy:**

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work closely together with both citywide SENCO support, as well as with our Locality B Family of Schools. We will take positive action to ensure that our settings make appropriate provision through an ambitiously inclusive curriculum; planning, delivery and assessing children of differing abilities, alongside encouraging all children to be involved in their own learning and to be aware of their targets, working at all times to narrow the attainment gap.

## **1. What types of SEN does the school provide for?**

Our school provides for pupils with the following needs:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

**Our special educational needs co-ordinator, or SENCO** is Sarah Verdon-Smith. She has 2 years' experience in the role of SENCO and has worked as a Class Teacher for 16 years, with experience from Foundation Stage 1 (Nursery) to Year 6 in four different educational settings. She is a qualified teacher and achieved with Merit the National Award in Special Educational Needs Co-ordination in September 2022, after beginning the one-year training in September 2021.

She is allocated 5 days a week (full time) to manage the SEN provision, supporting Children Looked After, leading the Curriculum Design and working towards the formally recognised Trauma and Mental Health Informed Schools Practitioner Diploma.

She will:

- › Be a qualified teacher.
- › Hold the mandatory qualification (PG Cert in Special Educational Needs Co-Ordination - National Award for SEN Co-Ordination) achieved September 2022.
- › Complete with Certification the Annual Advanced Certificate in Online Safety for SENCOs via the National College.
- › Work with the Head teacher and SEN Governor to determine the strategic development of the SEN policy and provision at St Patrick's Catholic Voluntary Academy with the ultimate aim of raising the achievement of pupils' with SEND need.
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Collaborate with SENDCos across the Family of Schools to facilitate joint policies, and ensure the maximization of expertise, resources and mutual support.
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Contribute to the continuing development and training of school staff.
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date and confidential in line with GDPR.

### **The SEN Governor will:**

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The headteacher will:**

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

- › Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- › Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- › Cooperate with local authorities during the EHC plan reviews.
- › Ensure that the SENDCo has sufficient time and resources to carry out their functions, including sufficient administrative support and time away from teaching to enable them to fulfill their responsibilities in a similar way to other important strategic roles within the school.
- › Regularly and carefully, review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

Ensure that teachers understand the strategies to identify and support vulnerable pupils and process knowledge of the SEN most frequently encountered

### **Class teachers:**

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching, on a graduated basis, in collaboration with parents, SENDCo and, where appropriate, the pupil themselves.
- › Set high expectations for every pupil and aim to teach a broad and rich curriculum.
- › Use appropriate assessment to set targets, which are deliberately ambitious.
- › Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- › Early identification of individual children who are not making progress and inform SENDCo/ Headteacher.
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision, updating timetables and provision where appropriate.
- › Ensuring they follow this SEN policy

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Class teachers are supported around the needs of the children in their class or the expected needs of their next class.

For example in 2022-2023:

Teachers attended in house Staff Development Meetings around SEND provision, as well as attending external training:

Two Early Career teachers attended: Autism and Social Communication Service Training: Introduction to Demand Avoidance Twilight.

Two Early Career teachers attended: Autism and Social Communication Service Training: Introduction to Sensory Processing.

An Early Career teacher and a teacher with less experience attended: Autism and Social Communication Service Autism and Anxiety.

Four teachers accessed: An online teacher workshop – Supporting children and young people who stammer delivered by the NHS SALT team.

As a school we invest in an external Speech and Language Therapy Service, Let's Verbalise and we benefit from fortnightly visits, support and coaching by Mrs. G. White, our Let's Verbalise Speech and Language Therapist.

We also invest in FUSION and benefit from in house training delivered through teacher and teaching assistant twilights by a range of their specialists including:

Teacher workshop (rerun with different teachers attending) – Supporting children and young people who stammer (Autumn Term 2023)

Quality First teaching and teaching strategies SEND focused. (Autumn Term 2023)

Dyslexia awareness and support. (Autumn Term 2023)

Dyspraxia awareness and support. (Autumn Term 2023)

FASD awareness and strategies. (Spring Term 2024)

Team Teach for 12 of our staff including the SENCO/ Business Manager (Pastoral team lead), members of the Pastoral team, teaching assistants who work with specific children and some of our Early Years team members, teachers and teaching assistants. (Autumn Term 23)

## Pastoral Team

We have a Pastoral team, which is Led by Mrs. Fox, who is also the school Business Manager and Deputy Designated Safeguarding Lead. Our Head Teacher who is our Designated Safeguarding Lead, SENCO, Learning mentor and three Pastoral Care workers. Three of the team (Mrs. McKeown, Mrs. Hudson and Mrs. Fox) are TISUK informed practitioners and Mrs. Verdon-Smith is working towards the diploma training in 2023-2024. Those informed practitioners' coach and support the less experienced Pastoral Team members, remembering the key message that empathy is caught and not taught. Those involved in the Pastoral Team have been carefully placed into their roles to support the children and parents of our school with the key intention to support the children's regulation, well-being and mental health through offering emotional support.

## Teaching assistants (TAs)

We have a team of 12 TAs, including 1 higher-level teaching assistant (HLTAs), 7 Level 3 TAs, 2 Level 2 TAs and 2 Level 1 TAs who are trained to deliver interventions and SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as Speech and Language on-going support, advice and training, Intensive Interaction, (LEAP) Language Enrichment Activity Programme, (VIP) Vocabulary Improvement Programme, Little Wandles Letters and Sounds including SEND programme and Catch up programmes, Phonic interventions, small reading, Dyslexia Toe by Toe, Attention Autism and so on.

In the last academic year, All TAs have been trained in:

- The SEND Code of Practice National College: Certificate in SEND Code of Practice for Primary Schools & Academies.
  
- Social, Emotional and Mental Health (SEMH) Training:
  - The role of language skills in emotional regulation
  - Compromised attachment, trauma and the effect on communication skills
  - Supporting a child and young person's communication and emotional availability through visual support
  - Social communication, demand avoidance and communication
  
- Social, Emotional and Mental Health (SEMH) Strategies:
  - Demand avoidance.
  - Emotion modelling.
  
- Two TAs new to role completed the Fusion run course 'Role of the TA in SEND' gaining certification for attendance, participation and engagement in the sessions and tasks.

- Two TAs have been trained to support the implementation of Toe by Toe.
- One TA has been supported with the implementation of the Vocabulary Improvement Program (VIP)
- Four TAs have been coached with the delivery of one to one and small group speech and language intervention programmes by our independent Speech and Language Therapist from Let's Verbalise.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists (both NHS and our Independent Speech and Language Therapist from Let's Verbalise)
- › Educational psychologists (both Locality provided and independently accessed)
- › Fusion specialist teachers
- › Occupational therapists
- › The Hearing Impairment Service
- › The Autism Team
- › The Visually Impaired Service
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

For any referral to an outside agency to take place, consent from parents will always be sought first by the class teacher or SENCO, and the referral will be discussed fully and agreed upon. The School will also fully support any Outside Agency, with parental consent and agreement, who make the first contact with school around child and their needs.

## 3. What should I do if I think my child has SEN?

We acknowledge that parents and carers know their child best, at St Patrick's Catholic Voluntary Academy we are keen to ensure early identification, support and intervention. We work together to identify and remove barriers to learn, adopting a holistic 'whole pupil, whole school' approach. We value the early and close involvement of parents and carers and acknowledge the importance of timely, good, clear communication between all those around the child.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. You can get in contact with your child's class teacher by having a brief informal chat a drop off/ pick up (if convenient and safe to do so), through the

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

If we decide that your child needs SEN support, we will formally notify you in writing at the time of the meeting

School Office or a message via Class Dojo.

They will pass the message on to our SENCO, Mrs. Sarah Verdon-Smith, who will be in touch to discuss your concerns.

You can also contact the SENCO directly, again through an informal discussion on the yard, through the School Office, a message via Class Dojo or an email sent through [enquiries@st-patricks.sheffield.sch.uk](mailto:enquiries@st-patricks.sheffield.sch.uk) FAO SENCO

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

and your child will be added to the school's SEND register with your permission and the next steps, targets and outcomes clear to all involved.

In some cases, where a concern is raised which might require referral to a medical professional, which schools are currently usually unable to do (for example, if there is concern around social and emotional mental health or a possible medical condition such as ADHD), then this will be discussed with parents/carers so that they can consider taking their child to their GP for further discussion and a possible medical referral.

## 4. How will the school know if my child needs SEN support?

All our class teachers and teaching assistants are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include finding routines and demands difficult, children who are frequently dysregulated, children who are struggling with friendships, socially or emotionally. As well as children who may be not making expected progress in their reading, writing and number work. All children are 'base lined' in the first few days of entering our Reception Class, as well as the End Point Assessment in Year 2 and Statutory Assessment in Year 6 which provide clear expectations regarding where children should be.

Teachers frequently monitor and assess all pupil's needs and progress, including through the use of Point in Time Assessments and/ or Birmingham Toolkit Levelling.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil targeted intervention through pre or post teaching to try to fill it either individually or in a small group. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO completing an informal 'Initial Monitoring Concern form', and will contact you to discuss the possibility that your child has a barrier to their learning.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their attendance, progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician with your support and agreement.

Based on all of this information, the SENCO will then hold a meeting with parents /and class teacher to discuss and formally decide together whether your child needs SEN support. The outcomes will be agreed together based on shared priorities and notes of this meeting will be made. The final element of the meeting will be to decide and record in writing if those around the child feel that this is a special educational need and whether to place the child on the SEND register. The outcome of this decision will be in writing at the end of the meeting.

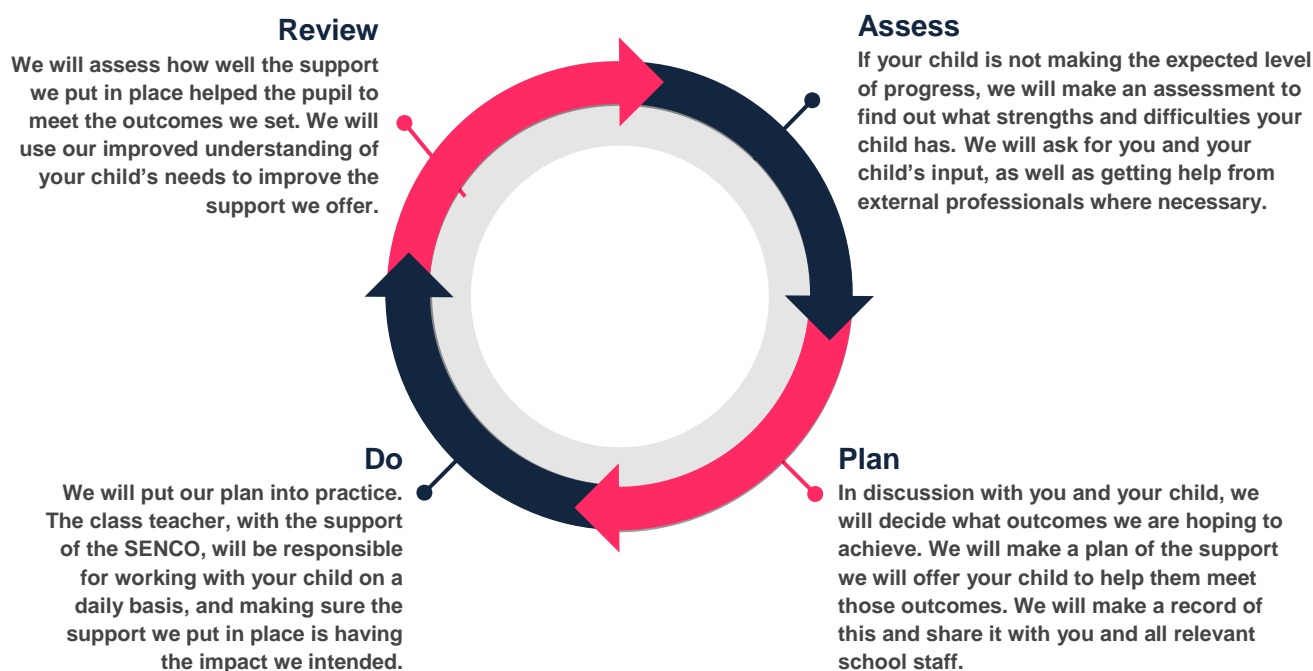
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.



## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment' or a pre-measure. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. Creating a post-measure assessment of progress.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide at least annually reports on your child's progress.

Your child's class teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher through the School Office or via Class Dojo to request a mutually convenient appointment.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children or families are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Our School's Accessibility Plan is available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils,

parents, staff and Governors.

In our School Accessibility Plan we have an action plan which has the following aims:

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of information to pupils with a disability as necessary.

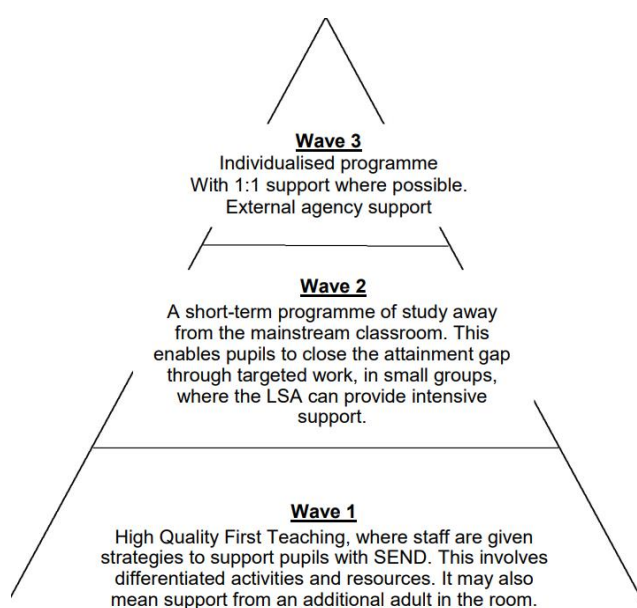
Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of special educational needs.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (adaptive teaching 'support and scaffold' and/ or 'stretch and challenge') how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

**These adaptations include:**

**Wave 1** – Quality First Teaching; **Wave 2** – Small Group interventions; **Wave 3** – One to one basis



- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when a pupil needs specific pre- or post-teaching, or when they are working on a bespoke curriculum and/ or outside agencies advice.
- Teaching assistants will support pupils in small groups

We may also provide the following interventions: Language Enrichment Activity Programme (LEAP), Vocabulary Improvement Program (VIP), Attention Autism, Intensive Interaction, Speedy Phonics, Catch up Phonics, SEND Phonics in a small group, Catch up Phonics in a small group, Lego Therapy, Mighty Minds, Emotional / Zones of Regulation

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Teaching techniques
	Moderate learning difficulties	Accurate assessment and next steps clearly identified
	Severe learning difficulties	Tailored intervention programmes Acting upon outside agencies advice
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Sensory breaks/ activities Re-regulation activities
	Adverse childhood experiences and/or mental health issues	Nurture groups Pastoral team support Emotionally Available Adults.
<b>Sensory and/or physical</b>	Hearing impairment	Acting upon advice from the Teacher of the Deaf.
	Visual impairment	Limiting classroom displays Consideration to seating position Acting upon advice from the Teacher of the Visually Impaired.
	Multi-sensory impairment	
	Physical impairment	Each child will have bespoke medical Health Care Plans. Acting upon advice and support from the Health Needs in Education Nurse.

These interventions are part of our contribution to Sheffield's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term (Autumn, Spring and Summer Term)
- Reviewing the impact of interventions after an appropriate number of weeks e.g. every 3/ 6 weeks.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Termly progress meetings between class teachers, Key Stage Lead, the headteacher and SENCO.

## 10. How will the school resources be secured for my child?

The school plans and provides funding from its own budget, including Pupil Premium and the notional SEND budget, to support pupils with SEND.

The school uses this budget to:

- Employ staff to support children with SEND
- Buy in additional services such as Speech and Language Therapy Support or School 2 School Support
- Purchase specialist resources and equipment
- Train teachers and teaching assistants to ensure they meet pupil needs effectively •
- Ensure allocation of resources is based on the needs of the children

The school accesses SEND 'top-up' funding from the Local Authority for a small number of specific pupils with more complex needs, moderated and agreed by SENCOS within the locality using The Sheffield Support Grids.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged and supported to go on our enrichment activities / trips, as well as residential trip(s) with support which is provided based on need and through discussion with the child and those around the child.

All pupils are encouraged to take part in sports day/school plays/special workshops etc.

It is our duty to enable all pupils to participate and belong through the identification and removal of barriers to involvement and learning.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The governing body is the admissions authority and has responsibility for admissions to St Patrick's Catholic Voluntary school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round. The governing body has set its admission number at 40 pupils to be admitted to the reception year in the school year which begins in September. The governing body will, where logistically possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's Published Admissions Number ("PAN").

### Pupils with an Education, Health and Care Plan or a Statement of Special Educational

The admission of pupils with a Statement of Educational Needs or an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with a Statement of Special Educational Needs or Education, Health and Care Plan that names the school must be admitted. The school will consider how to meet their need with adaptations which are able to be made. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

### Oversubscription Criteria

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

1. Catholic looked after and previously looked after children.
2. Catholic children who are resident in the parish of St Patrick's.
3. Other Catholic children.
4. Other looked after and previously looked after children.
5. Catechumens and members of an Eastern Christian Church.
6. Children of other Christian denominations whose membership is evidenced by a minister of religion.
7. Children of other faiths whose membership is evidenced by a religious leader.
8. Any other children.

Within each of the categories listed above, the following provisions will be applied in the following order:

- (i) Where evidence is provided at the time of application of an exceptional social, medical or pastoral need of the child which can most appropriately be met at this school, the application will be placed at the top of the category in which the application is made.
- (ii) (The attendance of a brother or sister at the school at the time of enrolment will increase the priority of an application within each category so that the application will be placed at the top of the category in which the application is made after children in (i) above.

We work closely with other settings to ensure that all children with SEN have bespoke packages of support at this time. Admissions St Patrick's Catholic will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child who has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

### **13. How does the school support pupils with disabilities?**

Our school aims to treat all its pupils fairly and with respect, that no child is treated less favourably than other pupils, including pupils who have Special Educational Need or Disability. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Patrick's Catholic Voluntary Academy our core values are peace, success, respect and teamwork.

We will treat everyone fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and achieve their potential.

➤ We aim to:

- maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance.
- help the children understand the world in which they live, have mutual respect for the values of others and work together as a team.
- to ensure that everyone, whatever their needs and capabilities, is included and catered for.
- to value each individual and recognise and respond to the needs of all children.

The Accessibility Plan is available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Governors.

In our School Accessibility Plan we have an action plan which has the following aims:

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of information to pupils with a disability as necessary.

As a school we liaise regularly with outside agencies (for example the Teacher of the Visually Impaired, the Teacher of the Deaf) and value their support as we support our visually impaired and hearing-impaired children.

Our school is over two floors with access at ground level for wheelchairs, we have toilets on the ground floor, as well as change facilities and a lift to the first floor. Due to the age and structure of our building, we unfortunately do not have toilets on the first floor, however children are supported with individual accessibility needs by adults and have individual personalised.

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported, so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Further information about the arrangements in place in school to support pupils with medical conditions can be found in the separate policy for this.

With consideration for Exam Access arrangements St Patrick's Catholic Voluntary Academy follows national guidance about supporting children to access exams and other assessments. The Senior Leadership Team within school oversees this.

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to be part of all after school clubs and enrichment activities to promote teamwork/building friendships/ recognising the strengths, gifts and talents all our pupils have.
- › We provide extra pastoral support for listening to the views of pupils with SEN by gathering termly pupil voice and working closely with the children, where they have the opportunity to develop positive relationships with members of staff, including the Pastoral team, who become Emotional Available Adults.
- › We run a nurture club and friendship club for pupils who need extra support with social or emotional development
- › We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by recording all behaviour incidence on CPOMS, which enable the Pastoral team to see patterns in behaviour, whilst following the School's behaviour policy.
- › We support all our pupils' emotional and social development through a personalised, embedded Personal, Social, Emotional, Health, Economic Education Programme (PSHE) taught in each class weekly, where children are supported by the class teacher to identify and explore their feelings within their peer group. As a school we are passionate about Keeping (ALL) Children Safe in Education, especially children who may be more vulnerable, for example children with SEN.
- › We regularly identify individuals, as well as groups of children who would benefit from emotional and social support, and in our weekly Pastoral Team Meetings, as well as through discussion and the completion of the Every Child Matters termly audits, we assess the need or potential need and how these can be supported. Ensuring every child and family feels supported.



This information is then used by the SENDCo and Pastoral Team to inform interventions carried out by the Learning Mentor. We offer 1:1 support, as well as carefully considered interventions in small groups. We can seek support from our Privately Bought in Educational Psychologist for pupils and their parents. Planning and delivering intervention and support through 'one off,' or weekly sessions. The intervention is based on the need assessed, as well as informed through pupil, parent/ carer, as well as class teacher voice. All stakeholders are fully informed and involved throughout the process of identification and understand the support offered.

## 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

At each review, there will be a discussion around Preparation for Adulthood (P4A), which focuses on the four pathways or pillars: employment, independent living, good health, and friends, family and community in order to support our children become independent members of the community, able to find their place in and to play an active part, safely in the community.

### Between years transition

To help pupils with SEND be prepared for a new school year we:

- › Hold termly SEND reviews, focusing on transition and agreed outcomes moving to the next academic year.
- › Careful record sharing and information sharing. The previous class teacher and SENCO will meet with the next class teacher to discuss individual children's strengths, needs and agreed outcomes.
- › Sheffield Support Grids, level of needs are updated and available to Class Teachers to see.
- › Point in Time Assessment and/ or Birmingham Toolkit Assessments are updated (at least termly)
- › Carefully planned transition activities begin around an individual child's needs e.g. showing their new class teacher good pieces of work, getting the pupil familiar with the route to the new classroom, the toilet, Social Stories and transition book with pictures.
- › Whole school transition days/ meetings.

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

We will share information with the school, or other setting the pupil is moving to.

The SENCO of the secondary school will be invited to come into our school for a meeting with our SENCO (this may be held in person or over the phone/ online). They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge
- › Supporting with developing independence and understanding of personal safety.
- › The offer of enhanced transition packages where this is available e.g. additional transition day visits or visiting initially in smaller groups.
- › Referral at parent and school agreement to the School Readiness Pathway (in the Summer of Year 5)

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Sarah Verdon Smith, the designated teacher for children looked after, will combine her role, also as SENCO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a termly personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another, working closely with the Virtual School Advocate to ensure the best outcomes are achieved for these children.

## 17. What should I do if I have a complaint about my child's SEN support?

Where parents or carers have concerns or complaints about SEN provision in our school should be made to the Class Teacher in the first instance. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

If a parent has a formal complaint, the following procedure takes place:

1. Make an appointment to discuss this with the Class Teacher and SENCO. The Class Teacher and /or SENCO investigates and gives the parent a date for a follow up appointment if necessary.
2. If not satisfied, an appointment to discuss the complaint with the SENCO will be made. (The SENCO will inform the Headteacher of this appointment).
3. If there is still dissatisfaction, an appointment to discuss the complaint with the SENCO and Headteacher will be made.
4. If still not satisfied, an appointment with the governor with responsibility for SEN and the Chair of Governors will be made.
5. If the problem is unresolved, the parent may contact the Local Authority about the matter.
6. At any time the parent may seek help from SSENDIAS (Sheffield SEN & Disability Information Advice and Support Service) previously Sheffield Parent Partnership.
7. If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal.

They will be handled in line with the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal supported and advised by SENDIAS (Sheffield SEN & Disability Information Advice and Support Service) previously Sheffield Parent Partnership.

You can request mediation by contacting them by:

Telephone: 0114 2736009

Email: [ssendias@sheffield.gov.uk](mailto:ssendias@sheffield.gov.uk)

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

You can contact our SENCO through the School Office, via a Class Dojo message or emailing [enquiries@st-patricks.sheffield.sch.uk](mailto:enquiries@st-patricks.sheffield.sch.uk) FAO Mrs. Verdon-Smith SENCO.

To see what support is available to you locally, have a look at Sheffield's Local Offer <https://www.sheffielddirectory.org.uk/localoffer> .

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://sheffieldsendias.org.uk/>

Some local charities that offer information and support to families of children with SEND are:

Sheffield Children's NHS Resources and Directory:

<https://www.sheffieldchildrens.nhs.uk/download/344/transition/8586/young-persons-support-directory.pdf>

Sheffield Autism:

<https://www.autism.org.uk/directory/s/sheffieldsend-information-advice-and-supportserv>

Sheffield Mental Health Guide:

<https://www.sheffieldmentalhealth.co.uk/services/sheffield-sen-disability-information-advice-support-service-ssendias>

Sheffield Carers Centre:

<https://www.sheffieldcarers.org.uk/>

Sheffield Mind:

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

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages