SEND information Report 2026/2027

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This report is reviewed annually in accordance with the Special Educational Needs and Disability Regulations 2014.
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What is the whole school approach to SEND at St Patrick's Catholic Voluntary Academy?

High-quality first teaching, alongside carefully planned additional interventions, forms the foundation of our approach to SEND provision. We regularly review the support and interventions we provide to ensure they continue to meet the evolving educational, social and emotional needs of our pupils.

We have high expectations for all children and are committed to providing an ambitious, inclusive curriculum that enables every pupil to achieve their full potential. Teaching is adapted where appropriate to remove barriers to learning, while maintaining high aspirations and promoting independence.

What kinds of special educational needs are provided for at St Patrick's Catholic Voluntary Academy?

The Department for Education identifies four broad areas of Special Educational Needs and Disabilities (SEND):

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

At St Patrick's Catholic Voluntary Academy, we support pupils with needs across all four areas of SEND.

Our school currently provides for children with a range of identified needs, including:

- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia
- Developmental Language Disorder (DLD)
- Speech and Language Difficulties
- Visual Impairments

- Hearing Impairments
- Mobility Difficulties
- Physical Disabilities
- Learning Disabilities
- Social, Emotional and Mental Health (SEMH) needs

We also support a number of children who are currently undergoing assessment for additional needs and may not yet have a formal diagnosis. Support is based on each child's individual needs rather than solely on a diagnosis, ensuring that appropriate provision is put in place as early as possible.

How does the St Patrick's Catholic Voluntary Academy identify children with special educational needs?

At St Patrick's Catholic Voluntary Academy, we are committed to identifying children with Special Educational Needs and Disabilities (SEND) as early as possible so that appropriate support can be put in place.

Children may be identified as having SEND in a variety of ways, including:

- Information shared by parents or carers before or during their child's time at school.
- Liaison with nurseries, pre-schools, previous schools or other educational settings during transition.
- Concerns raised by class teachers through regular assessment, observation and monitoring of progress.
- Pupil progress meetings, where attainment, progress and wellbeing are reviewed.
- Screening and assessment tools used within school to identify specific areas of need.
- Referrals and advice from external professionals, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Paediatricians, CAMHS and specialist teachers.
- Medical information or diagnoses provided by health professionals.

Where concerns are identified, the class teacher will discuss these with parents or carers and the SENDCo. Together, they will decide whether additional assessment or support is required. The school follows the graduated approach of Assess, Plan, Do, Review to ensure that support is carefully planned, monitored and adapted to meet each child's individual needs.

A child does not need a formal diagnosis to receive additional support. Provision is based on identified needs and barriers to learning, ensuring that appropriate support can be provided as early as possible.

How many children in the school have Special Educational Needs and Disabilities (SEND)?

Currently, 18% of pupils are identified as receiving SEND Support.

Currently, 2.8% of pupils have an Education, Health and Care Plan (EHCP).

In addition, we have a number of children who are being monitored for emerging needs and may require further assessment or support.

What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?

At St Patrick's Catholic Voluntary Academy, we recognise that parents and carers are key partners in supporting their child's education. We are committed to working closely with families to ensure that children with SEND receive the support they need to achieve their full potential.

Parents are kept informed about their child's progress and are involved in planning and reviewing support through a range of opportunities, including:

- **Parents' Evenings** held twice a year, where parents meet with their child's class teacher to discuss progress, attainment and wellbeing.
- **SEND Review Meetings** held three times a year for pupils on the SEND register. These meetings involve the class teacher, the SENDCo and parents/carers, and provide an opportunity to review progress, evaluate the effectiveness of support and agree next steps using the graduated approach of *Assess, Plan, Do, Review*.
- **Annual Reviews** for pupils with an Education, Health and Care (EHC) Plan. These statutory meetings bring together parents, school staff and any relevant professionals to review the child's progress and consider whether any changes are needed to the provision or outcomes.
- **Reports from External Professionals.** Parents receive copies of reports and assessments from external agencies, such as Educational Psychologists, Speech and Language Therapists or other specialists, and are involved in discussing any recommendations.
- **Annual Written Reports**, which provide a summary of each child's progress, attainment and achievements over the academic year.

In addition, parents are encouraged to contact the class teacher or SENDCo at any time if they have concerns or would like to discuss their child's needs. Meetings can be arranged at a mutually convenient time, and we value regular communication to ensure that home and school work together to support every child.

What is the process for consulting with young people with SEND and involving them in decisions about their education?

Children's and young people's views are gathered as part of the review cycle for all pupils on the SEND register. We use a range of approaches, including visual resources and technology, to support pupils in expressing their thoughts, wishes and feelings wherever possible.

For pupils who find it difficult to communicate verbally, we use specialist questioning techniques, observations from school staff and information from parents and other professionals to help ensure their views are understood and taken into account when making decisions about their education.

What are the arrangements for assessing and reviewing children's progress towards outcomes?

At St Patrick’s Catholic Voluntary Academy, all pupils are continually assessed by their class teacher. Regular pupil progress meetings are held between class teachers and the Senior Leadership Team (SLT) to monitor progress and identify any pupils who are not making expected progress. This enables appropriate interventions and targeted support programmes to be implemented promptly.

We follow the graduated approach outlined in the SEND Code of Practice: Assess, Plan, Do, Review. This process ensures that each child's needs are regularly assessed, support is carefully planned and delivered, and progress is reviewed. The level of SEND provision is adjusted as required in response to the child's progress and emerging needs.

All pupils on the SEND Register have three SEND review meetings each academic year. These termly reviews provide an opportunity for the school, parents/carers and the child to share their views, evaluate progress towards agreed outcomes, and make collaborative decisions about next steps and any changes to provision.

Where concerns remain about a pupil's progress or a specific area of need, the school may seek advice from or refer to appropriate external agencies for further assessment or consultation. This helps to ensure that pupils receive the most appropriate support.

Where a child's needs become more complex or require additional provision beyond the school's ordinarily available offer, we work closely with Sheffield Locality SEND Service and follow local arrangements. This may include presenting the child's case at a locality panel and, where appropriate, requesting a statutory Education, Health and Care (EHC) needs assessment.

What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?

At St Patrick's Catholic Voluntary Academy, we recognise that successful transitions are essential to ensuring children feel confident, secure and ready to learn.

Children joining our Nursery (FS1) or Reception (FS2) receive a home visit from school staff before they start. Families are also invited to attend stay-and-play sessions, giving children the opportunity to become familiar with their new environment, meet their teachers and begin building relationships with their peers.

As pupils move between classes and year groups, we provide opportunities to meet their new teacher and use transition booklets, where appropriate, to help them prepare for the changes ahead. Staff share relevant information to ensure continuity of support and a smooth transition.

When a pupil transfers to another school, we work closely with the receiving setting to share information about the child's strengths, interests, needs and the strategies that support them to succeed. This helps to ensure that appropriate provision is in place from the outset.

For pupils with SEND transferring to Key Stage 3, we work collaboratively with receiving secondary schools to plan an effective transition. Secondary school SENCos are invited to attend Year 6 Annual Review meetings for pupils with an Education, Health and Care (EHC) Plan. Where appropriate, we arrange additional transition visits, personalised transition programmes and enhanced information sharing to help pupils become familiar with their new school and support a successful move.

Although preparing for adulthood is a longer-term process, we encourage all pupils to develop independence, resilience, confidence and self-advocacy through our curriculum and wider school experiences. Pupils are supported to understand their strengths, contribute to decisions about their learning where appropriate, and develop the skills they will need for the next stage of their education and beyond.

What adaptations are made to the curriculum and learning environment for children with SEND?

At St Patrick's Catholic Voluntary Academy, we are committed to ensuring that all pupils can access a broad, balanced and ambitious curriculum. We recognise that children with SEND may require reasonable adjustments, adaptations and additional support to enable them to achieve their full potential alongside their peers.

Teaching is adapted to meet the individual needs of pupils through high-quality, inclusive classroom practice. Teachers use a range of strategies, informed by ongoing assessment, to ensure learning is accessible and appropriately challenging. Adaptations may include:

- Differentiating learning activities, teaching approaches and outcomes to meet individual needs.
- Providing visual supports, task breakdowns, scaffolding and adapted resources.
- Using practical, multi-sensory approaches to support learning.
- Pre-teaching and overlearning key vocabulary and concepts where appropriate.
- Adapting the pace of lessons and allowing additional processing and response time.
- Providing adult support where appropriate to promote independence and engagement.
- Using assistive technology and specialist equipment to remove barriers to learning.
- Making reasonable adjustments to the classroom environment, including seating arrangements, workstation areas, sensory supports and access to quieter learning spaces where needed.

Where pupils require additional support beyond high-quality teaching, targeted interventions may be delivered individually or in small groups. These interventions are carefully planned, monitored and reviewed to ensure they have a positive impact on pupils' progress and are adjusted in line with the graduated approach of Assess, Plan, Do, Review.

We work closely with parents, carers and, where appropriate, external professionals to ensure adaptations reflect each child's strengths, needs and aspirations. Advice from specialist services, such as Educational Psychology, Speech and Language Therapy, Occupational Therapy and Autism or Learning Support Services, is incorporated into classroom practice where appropriate.

The school is committed to providing an accessible learning environment for all pupils. We regularly review our classrooms, resources and wider school environment to ensure they are inclusive and comply with our Accessibility Plan and Equality Duty. Reasonable adjustments are made to enable pupils with SEND to participate fully in all aspects of school life, including educational visits, extracurricular activities and school events.

Through careful planning, ongoing assessment and collaborative working, we aim to remove barriers to learning so that every child can participate, make progress and achieve their best.

How does St Patrick's Catholic Voluntary Academy ensure that staff have relevant training to support children with SEND?

At St Patrick's Catholic Voluntary Academy, we are committed to ensuring that all staff have the knowledge, skills and confidence to meet the needs of pupils with SEND through high-quality, inclusive teaching.

The Special Educational Needs Coordinator (SENDCo) is responsible for leading and coordinating SEND provision across the school. The SENDCo keeps up to date with current legislation, guidance and best practice through continuing professional development (CPD), local authority networks and professional training. This knowledge is shared with staff to ensure that practice remains current and effective.

Training is provided through a combination of whole-school professional development, targeted training and individual coaching. Staff training is informed by the needs of our pupils and is reviewed regularly.

Where pupils have more complex or specific needs, we seek advice and training from external professionals, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Autism specialists and other relevant support services. This enables staff to implement specialist recommendations effectively within the classroom.

Teaching assistants receive ongoing professional development and work closely with class teachers and the SENDCo to deliver evidence-informed interventions and targeted support. Staff are encouraged to reflect on the impact of their practice, and support is reviewed regularly to ensure it continues to meet pupils' needs.

During the 2025/2026 academic year, teachers and teaching assistants received comprehensive, bespoke and ongoing training to support the effective delivery of Read Write Inc. This ensured staff had the knowledge and skills required to provide consistent, high-quality phonics teaching and targeted support for pupils.

Teachers also attended three twilight training sessions delivered by our Educational Psychologist. These sessions focused on inclusive classroom practice, making effective reasonable adjustments, and using a problem-solving approach to support pupils with a range of additional needs.

Our Learning Mentor has completed training in trauma-informed practice and is trained to deliver a range of evidence-based interventions, including Emotional Literacy Support Assistant (ELSA), Lego® Therapy and Zones of Regulation. These approaches support pupils' emotional wellbeing, self-regulation, social skills and readiness to learn.

The school promotes a culture of collaboration, where teachers, teaching assistants, leaders and external professionals work together to share expertise and develop effective strategies for supporting children with SEND. Through continuous professional development and regular monitoring of provision, we strive to ensure that all pupils receive high-quality support that enables them to achieve their full potential.

How does St Patrick’s Catholic Voluntary Academy ensure that learners with SEND are included in non-classroom-based activities?

At St Patrick's Catholic Voluntary Academy, we are committed to ensuring that all pupils, including those with SEND, are fully included in every aspect of school life. We believe that every child should have the opportunity to participate in the wider life of the school, develop friendships, build confidence and enjoy enriching experiences alongside their peers.

We make reasonable adjustments to enable pupils with SEND to access extracurricular activities, educational visits, sporting events, performances, clubs and residential visits. Staff carefully consider each pupil's individual needs when planning activities and carry out risk assessments where appropriate to identify any additional support or adaptations required.

Adaptations may include:

- Providing additional adult support where needed and available
- Adapting activities, resources or equipment to ensure accessibility.
- Preparing pupils in advance through visual timetables, social stories or transition visits.
- Making adjustments to the environment, routines or expectations.
- Working closely with parents/carers and external professionals to plan appropriate support.

We encourage all pupils with SEND to participate in after-school clubs, school performances, leadership opportunities, sporting events, educational visits and residential experiences wherever possible. Decisions about participation are made on an individual basis, with a focus on removing barriers rather than limiting opportunities.

Our staff work collaboratively with families to understand each child's strengths, interests and support needs, ensuring that appropriate arrangements are in place so that pupils can take part safely and successfully. Where specialist advice is required, we seek guidance from relevant external professionals to ensure activities are accessible and inclusive.

Through careful planning, reasonable adjustments and a commitment to inclusion, we strive to ensure that every pupil with SEND is able to participate fully in the wider life of the school and benefit from the social, emotional and personal development opportunities these experiences provide.

How does St Patrick's Catholic Voluntary Academy involve other agencies in meeting children's SEND and supporting their families?

At St Patrick's Catholic Voluntary Academy, we recognise that some children and families benefit from support from a range of professionals. We work closely with external agencies to ensure that children with SEND receive coordinated, high-quality support that is tailored to their individual needs.

Each child's needs are considered on a bespoke basis, and referrals to external services are made where appropriate, in consultation with parents/carers. Advice and recommendations from these professionals inform the planning, delivery and review of support within school and contribute to a collaborative approach centred on the child.

Depending on a child's individual needs, we may also work with Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Nursing, the Children's Hospital, Social Care and other specialist services.

External professionals may observe pupils in school, carry out assessments, provide advice and recommendations, deliver staff training, or work directly with children and their families. Their recommendations are incorporated into classroom practice, intervention programmes and individual support plans where appropriate.

We value strong partnerships with parents and carers and ensure they are involved throughout the referral, assessment and review process. Multi-agency meetings are held when required to ensure that everyone involved is working together to achieve the best possible outcomes for the child.

What are the arrangements for admission of disabled pupils at St Patrick's Catholic Voluntary Academy?

The school's arrangements for the admission of disabled pupils are:

- The school will not refuse admission to a child whose Education, Health and Care (EHC) plan names St Patrick's Catholic Voluntary Academy.
- The school follows fair admission practices in line with the Schools Admissions Code, ensuring that children are admitted fairly whether or not they have additional needs.
- The school considers applications from parents of children with Special Educational Needs and Disabilities (SEND) who do not have an EHC plan.
- The school will not refuse admission to a child simply because they do not have an EHC plan.

Overall, St Patrick's Catholic Voluntary Academy aims to ensure that disabled pupils and those with SEND have fair and equal access to admission in accordance with national admissions requirements.

How does St Patrick's Catholic Voluntary Academy support children with medical conditions?

St Patrick's Catholic Voluntary Academy is committed to ensuring that pupils with medical conditions are fully included in school life and are able to access education alongside their peers.

We work closely with parents/carers, healthcare professionals and, where appropriate, the Local Authority to ensure that pupils receive the support they need. Where necessary, an Individual Healthcare Plan (IHP) is developed to identify a child's medical needs, the support required, arrangements for administering medication and emergency procedures.

Staff receive appropriate training to support pupils with specific medical conditions and to administer medication safely where required. Medicines are managed in accordance with the school's Supporting Pupils with Medical Conditions Policy.

Where a pupil also has Special Educational Needs and/or Disabilities (SEND), medical and educational support is planned collaboratively to ensure their needs are met effectively. Reasonable adjustments are made where appropriate so that pupils with medical conditions can participate fully in lessons, educational visits, extracurricular activities and all aspects of school life.

Further information can be found in the school's Supporting Pupils with Medical Conditions Policy, which is available on the school website.

What steps are taken to prevent disabled pupils from being treated less favourably than others?

At St Patrick's Catholic Voluntary Academy, we are committed to ensuring that disabled pupils are not treated less favourably than their peers. We promote equality, inclusion and respect in all aspects of school life and fulfil our duties under the Equality Act 2010.

We achieve this by:

- Having a clear commitment to inclusive education, ensuring that all pupils have equal opportunities to participate, achieve and succeed.
- Making reasonable adjustments to policies, procedures, teaching approaches and the learning environment to meet individual needs.
- Providing appropriate support, resources and specialist equipment where required to enable pupils to access the curriculum and wider school life.
- Ensuring that disabled pupils can participate fully in educational visits, extracurricular clubs, sporting activities and school events through careful planning and individual risk assessments where appropriate.
- Working closely with parents, carers and external professionals to identify and remove barriers to learning and participation.
- Providing staff with regular training on SEND, disability awareness, inclusion and equality to ensure pupils receive appropriate support.
- Implementing robust policies to prevent bullying, discrimination and harassment, with any incidents dealt with promptly and effectively.
- Monitoring the progress, wellbeing and participation of disabled pupils to ensure they have equal access to learning opportunities and achieve the best possible outcomes.

- Promoting a positive culture of diversity, respect and inclusion through our curriculum, assemblies and everyday school life.

Our aim is to create a welcoming, accessible and inclusive environment where every child is valued, supported and able to participate fully in all aspects of school life, regardless of disability.

How does St Patrick's Catholic Voluntary Academy handle complaints from parents with SEND about provision made by the school?

St Patrick's Primary School is committed to working in partnership with parents/carers and professionals to ensure pupils with SEND receive appropriate support. Any concerns should first be discussed with the class teacher, SENCo or Headteacher so that they can be resolved as quickly as possible through open communication.

If concerns remain, parents/carers can follow the school's complaints procedure by raising the matter with the SENCo, then the Headteacher, followed by the SEND Governor and Chair of Governors if necessary. If the issue is still unresolved, parents/carers may seek advice from the Local Authority.

Parents/carers can access independent information, advice and support at any stage from **Sheffield SEND Information, Advice and Support Service (SSENDIAS)**:

- **Telephone:** 0114 273 6009
- **Email:** ssendias@sheffield.gov.uk

Where appropriate, parents/carers also have the right to appeal Local Authority decisions relating to Education, Health and Care (EHC) needs assessments or EHC Plans through the First-tier SEND Tribunal.

Further information can be found in the school's Complaints Policy and the SEND Code of Practice (2015).

Further reading:

- The school's SEND Policy is available on the school website.
- The school's Accessibility Plan is available on the school website.
- The school's Supporting Pupils with Medical Conditions Policy is available on the school website.
- The school's complaints policy is available on the school website.
- Further information about services available for children and young people with SEND in Sheffield can be found on the Sheffield SEND Local Offer website: Sheffield Local Offer