



ST. SCHOLASTICA'S CATHOLIC PRIMARY SCHOOL

SEND Information Report

Our school is a Catholic community committed to providing a safe, inclusive environment where everyone is significant and respected for their differences and achievements. We inspire each other to learn, grow, enjoy and be happy. Nurturing everyone through the love of Jesus Christ, we create a strong self-belief, so that all are prepared to meet the demands of a changing world and make positive contributions.

How do we identify children's individual needs?

St Scholastica's is committed to early identification of Special Educational Needs (SEN).

During the summer term before starting Nursery, children and their parents are invited into school for an open afternoon, where they meet key members of staff and have the opportunity to discuss any additional needs their child might have. All parents who identify that their child has an additional need individually meet with the Class Teachers and the Special Educational Needs Coordinator (SENCo) prior to them starting Nursery to ensure the appropriate provision is put in place.

We work closely with all external agencies to ensure all pertinent information is known to the school prior to the child starting with us.

In the case of children starting St Scholastica's in Reception or part way through a year, we liaise closely with their previous setting to plan for a smooth transition. If a child is already identified as having SEN in their nursery setting, before attending St Scholastica's, our SENCo will liaise with their nursery and meet with the SENCo to ensure all information is shared.

In order to make sure any unknown special needs are picked up early, all pupils are assessed within their first half term at school. Our regular assessment and monitoring procedures, including the review of termly assessments through our pupil progress meetings, continues throughout the children's time at our school to look out for any special needs that may develop later. A range of evidence is collected through assessment and monitoring arrangements, as well as regular formal and informal discussions between the SENCo and the class teachers. If evidence suggests that any pupil is not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENCo. Following this, the class teacher and parents/carers, work with the SENCo in order to decide if, or how, additional provision is implemented.

What kind of Special Educational Needs are provided for at St Scholastica's Primary School?

There are four categories of SEND that we strive to cater for. They are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Needs;
- Physical and/or Sensory Needs.

Who should I contact at the school if I am concerned about my child's progress?

Your child's class teacher should be the first person you approach if you are concerned about your child's progress, or if you feel that their needs have changed. Your child's teacher may liaise with the SENCo for

advice, or to arrange a meeting with you. The SENCo at St Scholastica's Primary School is Emma Cousins. To contact the SENCo please contact the school office on: 02089853466 or support@st-scholasticas.hackney.sch.uk

What support is available for pupils with SEND?

If your child has been identified as having additional needs, you will be invited to meet with the SENCo and the class teacher to plan the appropriate provision and support for your child.

The type of support could include:

In class support: The teacher will support your child through differentiated tasks or provide additional resources to support their learning.

Small group support: Your child will be supported in a small group setting. This may be as part of the main lesson or as an additional session to help them understand and access the learning of the main lesson.

Individual support: Your child may need additional 1:1 support to achieve specific targets over a fixed period of time. This will often be through interventions with an adult outside of the classroom. This also may include working with a specialist.

Occasionally a pupil may need an additional assessment and support from a specialist from outside of school. These may include:

- Speech and Language Therapists;
- Educational Psychologists;
- WAMHs Clinician (Wellbeing and Mental Health)
- Specialist SEND Teachers;
- Occupational Therapists;
- Physiotherapists;
- School Nurse;
- Hackney Ark;
- Child and Adolescent Mental Health Services (CAMHS);
- SENDIAGS (The Hackney SEND Information, Advice and Guidance service);
- Young Hackney;

Where this is the case, a referral will be made, with your consent, and forwarded to the most appropriate support agency. If appropriate, the pupil will undergo an assessment and support is usually provided to the school and parents/carers.

How do we measure children's progress and involve parents/carers?

The progress of all children is monitored regularly – both formally and informally. All class teachers have regular meetings with senior members of staff where they review the progress and attainment of all the children in their class – and review the support that each child is receiving.

Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These include;

- Informal meetings with teachers;
- Meetings the SENCo;
- Parents evenings;
- SEND review meetings;
- Annual Review meetings, for children with an Education Health Care Plan;
- Multi agency meetings, for children that have support from external agencies - e.g. Speech and Language, Occupational Therapy, Educational Psychologist.

Provision

Staff Training – All staff are continually monitored for training needs and sent on relevant training courses. All new and existing staff receive annual training on how to deal with specific medical conditions that children may have in our school. We also train staff for supporting children with Speech, Language and Communication difficulties (SLC). Autistic Spectrum disorder (ASD), Moderate and Specific learning difficulties and any other training that is necessary to support the children they are working with. All staff are subject to continuous monitoring through observations planning and book scrutiny, and performance management. This ensures continued Quality First Teaching across a broad and balanced curriculum and that each and every child's needs are being met.

Facilities - Our school is spread over one floor. We do not have any staircases. The school can be accessed by wheelchair through the main entrance, there are disabled toilets in both Key Stage 1 (KS1) and Key stage 2 (KS2). In the event of an emergency, the Nursery, year 5 and 6 and the dinner hall all have wheelchair friendly exits. In Reception, year 1, 2, 3 and 4 there is one step down at the emergency exit. A ramp can be used at these points if necessary. All classrooms are wheelchair accessible through the internal doors.

In addition to our classrooms, the 'Pod' in the playground is now a specific teaching area for a small number of children who struggle to access the mainstream learning environment and curriculum. A bespoke curriculum will be devised with personalised targets. The planning and assessment for these specifically targeted children is overseen by the SENDCo.

What additional learning opportunities are available for pupils with SEND?

In all curriculum areas children receive Quality First Teaching with a high level of clear differentiation to ensure the needs of each individual pupil are met. Most classes have a Teaching Assistant or Nursery Nurse to support individuals or small groups. Children with an EHCP education health and care plan, who are allocated hours, receive the support according to their EHCP. Children are supported in applying all of the skills they learn across all curriculum areas. Termly assessments are used to monitor progress. In addition to this, some children receive additional support through the use of a variety of strategies and interventions:

- Booster classes
- Specialist teacher provision
- Targeted Interventions
- Support, advice and assessment from the Educational Psychologist (EP)
- Specialist equipment
- Specialist sessions with our Sports Coach
- School Trips
- Visitors to school
- Speech and Language Therapist
- Social skills group
- Attention bucket
- Intensive Interaction
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In Literacy

- Destination Reader
- Daily Supported Reading
- Children are given reading books and a reading record to complete at home
- Lexia
- Nessy
- Toe by Toe
- Read Write Inc. Phonics – daily teaching in whole class /One to One /small group sessions
- 1:1 or group intervention for Reading and Writing
- Precision Teaching
- Pre-Teach Vocabulary
- Demonstration lessons for parents- for Read, Write Inc. and Phonics screening

In Numeracy

- White Rose Maths which uses concrete materials, pictorial representations and written methods to support, develop and promote understanding
- Targeted interventions
- Pre-Teach Vocabulary
- Numicon
- Mathletics
- Times Tables Rock Stars

Access to a supportive environment – IT facilities/equipment/resources

- The school provides a language rich environment to promote and stimulate learning for all pupils.
- Each class has a well-stocked class library with a wide selection of books for all reading ages, level or ability.
- School library
- Laptops for children to use at home to support with homework, research, lexia and other educational apps that support and enhance learning.
- Each class has access to a set of 15 iPads which can be used to support teaching and learning in the classroom. An additional set of laptop notebooks are also available. Children have supervised access to the internet to develop their use of ICT.
- We have access to a wide range of software and apps that can support children with special educational needs.
- TAs have time to plan and prepare for any small group or individual interventions they are carrying out.
- Additional TA support is sometimes provided for those requiring SEND support and for those with an Education Health Care Plan.
- Teachers plan and prepare a differentiated curriculum to meet the needs of their pupils to ensure all children reach their full potential.
- Learning environments are adapted to suit individual's needs e.g. individual workstation or special chair, wobble cushions, weighted lap blankets/shoulder wraps
- Rooms for small group work
- Therapeutic support delivered by Hackney Re-Engagement Unit
- Parental support from our WAMHs (Wellbeing and Mental Health) Clinician

Strategies/support to develop independent learning

- Visual Timetables
- Working Walls
- First Next prompts
- Now and next boards
- Targets/ next step stickers
- Marking/Green pen questions
- Peer/ self-assessment
- Task planners
- PECs boards and visuals

Communication with Professionals/Parents, attendance at meetings and preparation of reports

- In all instances the first step is for the class teacher to meet with parents to discuss any concerns around the needs of their child. This can also involve the school's SENDCO.
- Children will be given support in school, targets will be set and reviewed each term.
- If the child is still having difficulties, we may suggest a referral to an outside professional such as SaLT, EP, CAMHs or Hackney Re-Engagement Unit
- Parental consent is requested before other outside agency professionals become involved in their child's education
- Once parental consent is given a referral will be made to the appropriate professional.
- Parents are then contacted by the relevant person and meetings and assessments are arranged.
- Parents will be kept informed about assessments and results throughout the process.
- Parents receive a copy of any reports that are written about their child
- If a child has significant difficulties that require additional support, parents have the right to ask for an Educational Health Care Needs Assessment (EHNA). The school can help and support them through the application process.
- We regularly arrange meetings with parents to discuss academic progress and any other factors that may affect their child's progress
- Parents evening are held in the Autumn and Spring term.
- A written report is issued to parents at the end of the summer term to inform them on their child's progress. If parents would like to meet the class teacher to discuss the report they are encouraged to do so.
- Parents receive information through the school website, parent text/email and Class Dojo.
- Transition meetings with parents for Reception and Yr. 6
- Induction meetings with new parents
- Termly reviews of support plans for children receiving additional support
- Annual review for children with Education Health Care Plans (EHCP)

What support will there be for my child's overall well-being?

We have a strong commitment to supporting the social and emotional wellbeing of all children. In particular, we are aware that many children with SEND can be more vulnerable in terms of social development and/or emotional wellbeing. There are many factors which can contribute to children experiencing some emotional difficulties – including aspects of their life outside of school. Where possible, we try to work closely with families so that we can provide appropriate support and sign-posting if appropriate.

The school offers a wide variety of pastoral support for pupils who have emotional difficulties, these include:

- All members of staff are readily available for pupils who wish to discuss issues and concerns.
- Classes hold 'Circle Time' activities that address specific concerns and worries relevant to the class.
- The school delivers a Personal, Social and Health Education Curriculum called Life to the Full which is produced by Ten:Ten.
- The school works closely with CAMHS services.
- The school is part of the Wellbeing and Mental Health in Schools (WAMHS) Project, through which we have a CAMHS worker in school once a fortnight who supports the school in a variety of ways to improve the wellbeing and mental health of our pupils and staff including workshops, small group sessions and one-to-one consultations.
- All classes in Key Stage 2 have a Worries Box where children can write a private note to the teacher which can be discussed later. In Key Stage 1, the children have 'Care Bears'. If they are worried about something, they can pass their care bear to the teacher. This then alerts the teacher to have a discussion with that child and find out more.

Support service contact details for parents of children with SEND:

Speech and Language Therapists: Aoife Dempsey

Education Psychologist: Aimee Cole (core Educational Psychologists) Michael Annan (Private E.P)

Specialist Teacher: Joshua Watson

WAMHS Clinician – Dr Susie Hayes

The local offer for Hackney can be found here:

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

What do I do if I am unhappy with the support my child is receiving?

How do I make a complaint?

If you do have any concerns, questions or complaints around SEND, please discuss these with either the SENCo or Head Teacher. We will do our best to resolve the issue or provide reassurance. If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, then you can do so by following the school's Complaints Policy which can be found on our website.

Agreed by Governors:

Signed by Chair of Governors

Signed by Headteacher

Review date: September 2025

Signed by:

Roger J M Vidal

Signed by:

Susie Hayes

Date: 25.09.2024

Date: 25.09.2024