



St Patrick's Catholic Primary School

Special Educational Needs and Disability (SEND) Information report for parents

St Patrick's Catholic Primary is an average sized primary school with approximately 187 children on roll in seven classes. We currently have approximately 28% children with a special educational need or disability. We have a lower than average number of pupils who are eligible for the pupil premium.

At St. Patrick's Catholic Primary, we encourage every child to strive to 'be the best version of themselves' – to realise their unique 'personal best' academically, personally, socially, emotionally, creatively, spiritually and physically. It is our responsibility, in partnership with parents and carers as well as outside professional agencies, to enable all children to unlock their potential and reach their own personal 'high standard of expectation'.

In this document, we aim to clarify how barriers to learning – Special Educational Needs – can be addressed within our school setting.



Special Educational Needs
& Disabilities

1. What is SEND?

We use the definition in the 2014 Special Educational Needs and Disability Code of Practice (June 2014): A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child...has a learning difficulty or disability if he or she:

- ***has a significantly greater difficulty in learning than the majority of others of the same age, or***
- ***has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools***

2. Wiltshire Council

Wiltshire Council publishes information on all services and support for young people with SEND (Special Educational Needs and/or Disabilities). As part of the Children and Families Bill 2014, all schools are required to make available information regarding services and support available to families with children who have a special educational need and/or a disability. More information on Wiltshire's provision can be found here <https://www.wiltshire.gov.uk/article/1422/SEND-Local-Offer>

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

Start by speaking to your child's class teacher. If you require more information, then an appointment can be made for you to talk to the **Special Educational Needs and Disabilities Coordinator** (SENDCo, Mrs Sykes) [You know your child best](#). It is vitally important that we work together with you as parents/carers so we can help your child to achieve his/her potential during their time with us.

4. How does the school know if my child needs extra help?

All teaching involves a continuous cycle of planning, teaching and assessing. We monitor all the children's progress through observations, class teacher assessment and Pupil Progress Meetings. If your child is identified as needing extra help during the school year, their class teacher will inform you and liaise with the SENDCo to discuss the nature of their needs. You will be invited in to school to talk in more detail to your child's teacher about the support your child will receive. This is also an excellent opportunity to find out how you can help at home. Further information on our approach to teaching pupils with SEND can be found in our SEND Policy

5. How will the school prepare and support my child to join the school?

First and foremost, we will liaise with you as parents/carers to plan a smooth transition to our school. If your child is due to join our school at the start of September in Reception year we will also liaise closely with your child's nursery/pre-school. If your child is due to join us during a school year, or at any other time during their school career, we will liaise closely with their previous school. We will also liaise with any other professionals who have been involved in their educational provision or meeting their additional needs such as health visitors, speech and language therapists etc. These discussions will enable us to plan a suitable transition programme for your child, depending on their needs. This may include:

- extra visits to our school before your child's start date
- meeting significant members of staff such as their class teacher or teaching assistant
- taking photographs of areas of the school which will be important to your child e.g. classroom, hall, toilets and playground
- ensuring the correct resources are available and reasonable adaptations to the school environment have been made.

6. How will the school prepare and support my child to transfer to a new setting? E.g. secondary school or a specialist unit in another school?

We have good relationships with all our local secondary schools and work closely in the lead up to the end of Year 6 to ensure that all children have a successful transfer experience. Our Year 6 teacher routinely liaises with the Year 7 Pastoral Support Team from the relevant secondary school. Our SENDCo and the SENDCo from your child's receiving secondary school also meet in the summer term to ensure that any child with additional needs is discussed in depth and provision to meet those needs can be made. If your child has an **EHCP (Education, Health and Care Plan)**, a **Transition Review Meeting** will also be arranged in Year 5, which you and your child will be invited to attend. If your child has an EHCP and you know which secondary school you would like them to attend, a representative from that school will also be invited to that meeting.

As with transition into St Patrick's Catholic Primary school (See section 5), we can arrange for your child to make extra visits to their new school, take photographs, ask questions and meet the staff, before they start. Secondary school staff may also visit your child here in Years 5 & 6 so that they have a chance to get to know them in an environment that is familiar and comfortable for your child.

7. How accessible is the learning environment for my child?

St Patrick's Catholic Primary School is a single storey school, with all of our classrooms on the ground floor of one building. Both the KS1 and KS2 playgrounds are accessible and there are ramps off the playground to enable access to the school building. We have a disabled parking space and a disabled toilet at the KS2 end of the school. We have ramp access to the main office and front of school. Access to the school gate for entry and exit from school day is accessible to all. (See the school's Accessibility Plan on the website).

We are lucky to have several rooms and areas which we use to work with individuals and small groups of children. They are also used by visiting professionals for assessments and by the Teaching Assistants running intervention groups.



Learning Knows No Bounds

8. Who can I talk to if I am not happy about how my child is learning?

It is always advisable to talk to your child's teacher first, as s/he is the member of staff who knows your child best. If you have further questions, please contact the SENDCo or the Headteacher via the school office.

9. How does the school allocate resources to match children's Special Educational Needs or Disability?

It is the Governing Body's responsibility to ensure that resources in school are allocated to support appropriate provision for all pupils requiring it. These resources include learning materials/apparatus for the children, training for staff and staffing levels. It is important for children to have a balance of support from teachers, teaching assistants as well as opportunities to work with their peers and independently in class. The Headteacher, together with the Senior Leadership Team, meet to review and monitor the provision across the school for ALL children and to allocate resources appropriately. The Inclusion Group meet to discuss provision for groups of children, including those with SEND.

10. What training have the staff undertaken to support my child?

Our SENDCo, Mrs. Sykes has completed the **NPQSENCO a national award in Special Educational Needs.**

Examples of training for school staff has included:

- Phonics training
- Transferring skills from interventions into class
- SSENS training on supporting Reading and Writing
- Maths training
- ELSA (Emotional Literacy Support)
- Identifying and supporting speech and language difficulties
- Quality First teaching including techniques to support pupils with Dyslexic / Dyspraxic Tendencies
- Techniques to support pupils on the Autistic Spectrum
- De-escalation training
- Adaptations in class

There will also be ongoing training on inclusion for all and supporting SEND pupils in the classroom.

Our school benefits from an experienced team of Teaching Assistants, who work with children with additional educational needs across the school. They are trained to support pupils in class and to deliver intervention programmes across a variety of year groups. We work closely with many of the specialists listed below taking their advice and ensuring our training is up to date so we can deliver the best support for your child.

11. What specialist services and expertise are available for my child?

We have excellent relationships with a variety of services including:

- Speech and Language Therapy (SALT)
- Specialist Special Educational Needs Support Service (SSENS)
- Behaviour Support Service (BSS)
- Educational Psychology (EP)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Children and Adolescent Mental Health Service (CAMHS)
- School Nurse

These services advise and support our staff by delivering training, assessing and monitoring children individually and by recommending support programmes for children with additional needs.

12. How is the decision made about what type and how much support my child will receive?

When a child starts at St Patrick's Catholic Primary School, the SENDCo will note any SEND which has already been identified and liaise with any previous settings they may have attended. If your child has had support from other services, the SENDCo will also liaise with them.

During their time at St Patrick's Catholic Primary School, we will monitor your child's progress through observations, class teacher assessment and Pupil Progress Meetings. (Please also see '*How does the school know if my child needs extra help?*' above). If we feel it appropriate to speak about your child's needs with an outside professional agency, we will always discuss this with you and seek your consent beforehand.

If your child has an Education, Health and Care Plan (called an EHCP) we will use the information contained in this document, together with any additional information from you as parents/carers, other services and previous settings to ensure the appropriate support is in place when your child starts at St Patrick's Catholic Primary School.

13. How are parents/carers involved in the assessment and review of their child's needs?

If your child has an Education, Health and Care Plan (EHCP), your views will have been sought by school and other professionals during the assessment process. You will also be involved in the review processes and kept informed of any developments noted by the services involved with your child. This could include being invited to review meetings, completing questionnaires or just discussing your child with the professionals who help to support you and them. **Your views are very important!**

If your child has been identified at school as having additional needs and he or she has worked with other services (*such as those named above*) you will be invited to attend assessment and review meetings with the school and these services. Your child may have a My Support Plan (MSP), a non-statutory document, which would be reviewed regularly over the school year.

If the school is the only service working with your child then your child's class teacher and sometimes the SENDCo will meet with you either at **Parent Consultation Evening** or at another other mutually convenient time to discuss your child's needs and your views about how they are progressing.

We use one page profiles with some of our children with additional needs and we have found these an excellent way of capturing your child's views about what is important to/for them.

14. How will my child be involved in the assessment and review of his/her progress and needs?

We encourage all children at St Patrick's Catholic Primary School to see themselves as learners and reflect on where their strengths and areas for improvements lie. Children have the opportunity to think about what they are doing well, what helps them to learn and what support they think they may need. This is part of the curriculum provision for all children.

If your child has an Education, Health and Care Plan (EHCP) their views about school and their progress will always be sought and recorded as part of the annual review process.

15. How will my child be included in activities and events outside the classroom e.g. school trips?

We want all our children at St Patrick's Catholic Primary School to have the same range of educational opportunities and to feel fully included as part of our school community. Every effort is made by the whole staff to ensure that all children are fully integrated into all aspects of the school. To do this, we may increase adult to child ratios on trips where we feel the children in a particular class would benefit from more adult support.

16. What types of SEND do you provide support for?

The Code of Practice identifies four areas of need: Cognition and Learning, Communi
Sensory needs.



Social, Emotional and Mental Health and Physical and

We support children with a wide variety of needs at any one time. The list below is not exhaustive, but is designed to give you an idea of the range of needs we work with:

- Autism Spectrum
- ADHD
- Speech and Language
- Social and Emotional Needs
- Dyslexia
- Dyscalculia

However, we also acknowledge that some children may have learning needs which may not have a 'label' or diagnosis, but who will still benefit from having extra support in school. In our Catholic school community it is our aim to treat each child as a unique and valued individual, responding to their individual needs accordingly.

17. How do you support children to develop socially and emotionally?

Our whole school **PSHE (Personal Social and Health Education)** and **Relationships and Sex Education (RSE)** programme is supported by our PSHE lead Mrs Solomon.

We have a clear **Behaviour Policy**, (*found on the school website www.st-patricks.wilts.sch.uk*), which mirrors our high expectations in behaviour in all areas across the school. **In our school community, the inappropriate ACTION is labelled as unacceptable, NEVER the CHILD.** Children are always encouraged to 'put right' the outcome of poor behaviour. Positive behaviour strategies are implemented which can use individual and class 'rewards', as well as targeted support for children who have additional social and emotional needs. This can include social skills groups, games and support at playtimes.

We have two trained **Emotional Literacy Support Assistants (ELSA)**. The ELSAs will have ongoing supervision and training from the Educational Psychology service. Parental permission and input is sought in advance and ELSA staff will feedback to parents as appropriate.

In addition to our **Anti-Bullying Policy**, (*found on the school website www.st-patricks.wilts.sch.uk*) the pupils on the School Council have written an information leaflet entitled **S.U.N.- Speak up Now!** which they review periodically.



"Being bullied is like being in the constant blanket of clouds covering you, but once you communicate your worries there then is a chink of light which opens up to relief and resolving the problem" (St Patrick's Pupil)

Please see section 15 above entitled 'How will my child be included in activities and events outside the classroom?' for more details.

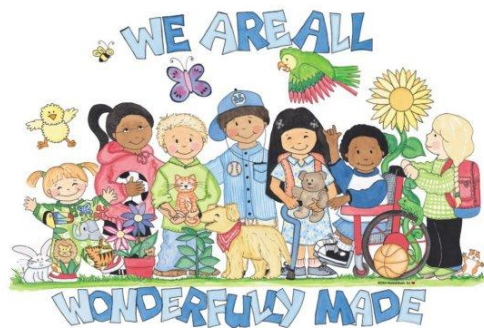
18. How does the school evaluate the effectiveness of the provision made for children with SEND?

The Senior Leadership team meets with each class teacher individually to review the progress and provision made for all pupils, including those identified with Special Educational Needs. The SEND Policy (*found on the school website* www.st-patricks.wilts.sch.uk) contains further information on how the school monitors the effectiveness of provision and is reviewed annually by the Governing Body and Staff. The intervention strategies we use to support children with SEND are evidence based and we monitor their effectiveness through our school tracking system and Pupil Progress Meetings. We monitor progress not just through academic data, but also through behaviour and pastoral information, for example, improved attendance, a more positive attitude towards school, improved behaviour etc. As a result of these meetings, provision can be adjusted and varied to meet individual needs on a regular basis.

We are required to report standards of progress and attainment for all children, including those with SEND, to the Governing Body, as well as the Local Authority via its SIA (School Improvement Advisor).

19. Who can I contact for further information and how?

In the first instance, please speak to your child's class teacher. If you are a prospective parent please contact the school office (admin@st-patricks.wilts.sch.uk or tel: 01249 713125) to arrange a visit or to speak to the Head Teacher (Mrs Courtney) or the Special Educational Needs and Disabilities Coordinator (Mrs Sykes).



Report Date – October 2026 (Governing Body & SENDCo)

Report Review – October 2027

