**St. Aidan’s Catholic Primary School**

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**SEND Information Report**

**July 2024**

Executive Head Teacher: Mr D Sutcliffe

Acting SENDCo: Miss S Carrie

**St Aidan’s Catholic Primary School**

**Special Educational Needs & Disability Information Report**

**The SEND Information Report should be read in consultation with the SEND Policy, Accessibility Plan and Annual SEND Report.**

St Aidan’s is a one form entry Catholic Primary School situated in Ashington. We are a faith centred school that recognises that everyone is unique, made in the image of God. We are an inclusive school that cares and supports

everyone.

St. Aidan's Catholic Primary School is a fully inclusive school. We have high expectations of all children and we believe that it is their entitlement to have the opportunity to achieve their full potential.Regardless of a student's gender, ethnicity, social background, religion, physical ability, or educational needs, we ensure they are all given the support they need to realise their potential on all fronts—personal, social, emotional, and educational. We appreciate and acknowledge that comprehensive pastoral and educational support is essential. In addition to the SENCO (Special Educational Needs Co-ordinator), we collaborate closely with a diverse group of specialists from numerous external agencies.

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly pupils identified with a special educational need or disability. Our practice is continuously monitored and modified to meet the changing requirements of individual pupils’ needs. St Aidan’s Catholic Primary School operates its SEND provision in line with Northumberland Local Authority’s SEN and disabilities policies and procedures.

If you would like further information about the support we offer, please contact out SENDCO on 01670 813308.

**Aims and Objectives**

* To ensure equality of provision for pupils with special educational needs and disability (SEND).
* To take into account legislation related to SEND and Disabilities.
* To provide full access for all pupils to a broad and balanced curriculum.
* To deliver a graduated approach ensuring that the needs of all children and young people are met through high quality teaching, which is adapted according to individual need
* Make every effort to identify additional needs as soon as they arise and intervene at the earliest possible point, keeping aspirations high.
* To ensure that parents/carers are fully engaged in making informed and appropriate decisions to best meet individual needs.
* To take into account the views, wishes and feelings of pupils and ensure children with SEN have a voice in school.
* To work closely with specialists, agencies and other professionals to ensure pupils with SEND are supported appropriately and effectively.
* To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

**What is SEND?**

Special Educational Needs and Disabilities (often called ‘SEN’ or ‘SEND’) is a legal term for children and young people who will need extra support during their education.

It is set out in the government’s 2014 ‘Special educational needs and disability code of practice: 0 to 25 years’. We often call this document ‘the SEN Code of Practice’. It says: ‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ and that a Disability is when someone has ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-today activities’

There are many different kinds of SEN and Disability. The SEN Code lists some examples of SEND you may have heard of. They are in four main groups:

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

**There are a number of reasons why a child may be identified as having SEND:**

* They have significant difficulty with their learning and are making far less progress than would be expected
* They have a specific learning difficulty, such as Dyslexia
* They have emotional or mental health difficulties
* They have difficulties with social communication and interaction
* They may have difficulties with speech and the correct pronunciation of words
* They have sensory and/or physical needs, such as hearing impairment
* They may have difficulties with concentration and focus.

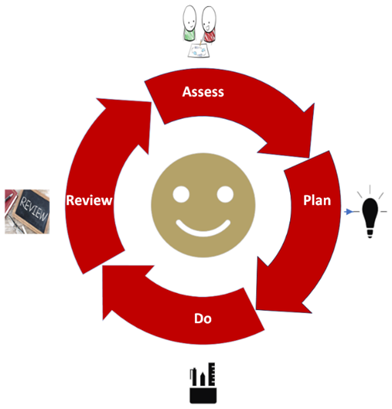
You can find out more at: [https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 pages 94-97](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25%20pages%2094-97)

**How are SEND identified and monitored?**

**Wave 1**

Within school, the progress of all pupils is assessed regularly by class/ subject coordinators and the senior leadership team (SLT). Pupils who are not making the expected progress in a particular area can quickly be identified and additional support can be given. Staff may raise concerns with the SLT at any time and termly meetings are held between class teachers and members of the senior leadership team at which pupil’s progress is discussed and reviewed. Any child highlighted as not having made progress will become a focus for support and staff will create a short-term plan for support in consultation with parent\carers. This is called an Initial Concern and will be reviewed after 6 weeks.

Support can be in the form of an intervention. These are targeted programmes which focus on improving skills in certain areas. Support can be given on an individual or group basis. Interventions are reviewed at the end of the targeted intervention period. Staff ensure that the skills obtained are embedded within to the classroom.

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**Wave 2**

When students do not improve even after receiving targeted instruction that focuses on their areas of weakness, the class teacher will collaborate with parents/caregivers and the SENDCO to determine whether the student has a significant barrier to their learning. In order to establish an individual support plan with specified aims for each child, it will be necessary to complete a Pupil Passport and Profile (Assess, plan). When a SEND is identified, appropriate evidence-based interventions will be implemented (Do). Every term, staff will work with parents/carers to review the Pupil Passport and Profile, which will serve as the foundation for any additional support plans. (Cycle of assess, plan, do, review)

**Wave 3**

After 3 cycles of review, it may be necessary to enlist the assistance of external services to assist with the assessment. This could include an Educational Psychologist, HINT team, a specialist teacher or a health professional. For some pupils, they will require ongoing assistance of additional services and a SEND Support Plan. A support plan outlines individualised long term and short term targets set by external agencies and/or school staff. Staff will review the Support Plan with parents/caregivers each term. This will serve as the basis for any further assistance plans that may be necessary.

**Wave 4**

In the event that a substantial need persists and the pupil is not making progress on the targets set in the support plan following three review cycles, we can request assistance from the local government by submitting a COSA (Request for Consideration of Statutory Assessment). It may result in an Education, Health, and Care Plan (EHCP) or High Needs funding. We will only consider this if there is sufficient evidence that all other avenues of support and resources have been used to support the child and have had minimal impact.

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|  | Wave 1 Initial Concerns/ Quality First Teaching | Wave 2 Interventions | Review  SSPP may be required here in some cases | Wave 3  Outside Agencies Involvement | Wave 4  Formal Identification/SSPP |
| Communication with parents | Child’s progress gives cause for concern (identified through observations, assessment, parent discussions) Inform SENDCo.  Make parents aware of initial concerns by speaking to them informally. An initial concern form to be completed with support outlined and shared with parents – **class teacher.** | Make parents aware that concerns are still there by speaking to them informally - **SENDCO** | Make parents aware that concerns are increasing and that you are going to seek advice from outside agencies. Receive consent from parents. | Agency engagement feedback to parents about progress and next steps. | Discuss with parents about the best route for their child. EHCP/Support plan. Parents to be active in this process and included in decision making. |
| Cognition and learning | Quality first teaching. | See separate guidance on suitable interventions. | Waves 1 and 2 have been carried out for at least 6 weeks and we still have concerns.  Once 3 cycles completed in plan- move to cycles 4-6 and so on… | HINT  CYPS  OT  Child’s mental health team (NHS)  SALT (NHS)  SALT (Trust – Nicola Head)  GP  Ed Psychologist | At this point we will have had significant input from outside agencies and evidence of graduated approach. Team around the child meeting to be arranged to discuss moving forward. |
| Communication and Language |
| Social, Emotional and Mental Health |
| Sensory and Physical |
|  | Initial Concern | SEND Passport |  | SEND Support Plan | SEND Support Plan/ EHCP |

St Aidan’s SEND Provision Map Overview

Passports and Plans to be updated on a termly basis and discussed with parents.

**What does SEND support look like at St Aidan’s Primary?**

**Wave 1: Quality First Teaching for ALL children with an additional need:**

* We deliver high quality first teaching, differentiating the curriculum and resources, to meet the needs of individual children and to promote pupil progress.
* We seek support and advice from outside agencies to ensure barriers to success are fully identified and responded to.
* We operate a graduated response based upon need - assess, plan, do, review.
* Lessons are as inclusive as possible, with adjustments made depending on need and visuals used to support all pupils
* Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
* New resources are purchased under the direction of outside agencies as well as the emerging needs of the pupils.
* All staff have completed and continue to receive on-going training in relation to meeting the pupils’ needs.
* Support staff are placed where they are needed throughout the school, to ensure pupil progress, while at the same time promoting independence.
* All school related activities are evaluated in terms of their positive impact on learning success and inclusion of SEND pupils.
* We support our families with children with SEND, formally through review meetings and informally through an ‘open door’ approach.
* We evaluate intervention groups and strategies on a regular basis to make sure that all children reach their full potential.
* We hold review meetings three times a year for SEND children to consult with parents.
* We liaise very closely with our feeder nurseries and secondary schools at transition times to ensure that SEND pupil information is clearly communicated and recommendations noted, so that the move to secondary school is as smooth as possible.
* Support is offered to families and they are signposted to services and organisations which may offer appropriate support and advice via the Northumberland Local Offer.
* We work in partnership with parents and carers to meet the needs of individual pupils.

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| **Specific provision is provided for the different areas of need for Special Need children** | |
| **Type of SEND** | **Support provided in school** |
| **Communication and Interaction** | * Visual timetables will be used in all classrooms. Sometimes these are personalized visual timetables. * ‘Now and Next’ boards are used for individual pupils to encourage them to complete a given task before making their own choice of activity. * Support/ supervision is offered at unstructured times of the day, often in the KS1 outdoor provision, at break time and lunch time, when appropriate. 20/20/20 is offered to students- 20 minutes in the dining hall, 20 minutes outside and 20 minutes playing games with a member of staff, inside school. * We run small groups focusing on friendship, where strategies are taught in order that children can be included in games and know how to play fair and take turns. * Two Teaching Assistant are trained to deliver the ELSA as an intervention to support emotions and friendships. * Time is spent with children, helping them to identify situations which cause anxiety, and finding ways to relieve that anxiety. * We run small group speech and language sessions, on the advice of NHS speech and language, HINT and BBCET speech and language team. * Staff members are trained to deliver the intervention Early Talk Boost to children in the Nursery with speech and communication difficulties. * Staff members are trained to assess and deliver the intervention Language Link for Reception, KS1 and KS2 * We can refer to HINT to provide a specialist communication teacher for identified pupils. * We access the expertise and advice of the NHS Speech, Language and Social Communications Team. * Areas of low distraction/ individual workstations. * Use of ICT where possible to reduce barriers to learning * Rewards of golden time/ peer interaction for individual pupils. * Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts * Use of individual reward systems to promote learning and enhance self-esteem. * Strategies to reduce anxiety such as fidget toys and stress balls. * Referral to relevant agencies e.g. CYPS for possible ASD, ADHD or ADD. |
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| Autism Spectrum Disorders and Speech, Language and Communication Needs |

**Wave 2:**

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| **Specific provision is provided for the different areas of need for Special Need children** | |
| **Type of SEND** | **Support provided by school** |
| **Cognition and Specific Learning Difficulties inc:**  Moderate Learning Difficulties  (Moderate- MLD)  Specific Learning Difficulties  (Dyslexia, Dyscalculia) | * We access the expertise and advise of the High) t Incidents Needs Team to ensure the needs of children are clearly identified. We use Rising Stars Assessment as a pre-assessment to determine whether pupils require a referral to external agencies. * We provide small group support out of class with a focus on Literacy or Numeracy skills depending on the need. * We use intervention programmes to improve literacy or numeracy skills. e.g. Monster Phonic phonics same day intervention programme, Rising Stars Shine interventions for Reading and Math * We provide resources to support children with specific needs e.g. coloured overlays, word banks and iPads for dyslexic children. * We assess pupils regularly and report progress to parents and staff. * We hold multi agency network meetings with the family so that a report can be fully explained to the parent. * Targeted small group support in class from the class teacher and learning support assistant when required. * We assess pupils for access arrangements for end of Key Stage tests and assessments. * Small group daily phonics teaching for LSK2 pupils at their level of phonic acquisition. * Provision of table-top resources to promote independence and ensure that learning is multi-sensory and practical. * Alternative approaches to recording promoted. * Additional processing/ thinking time for responding to questions, completing tasks and sharing ideas. * Zones of regulations to support optimum emotional support for learning * We have adopted an adaptive teaching approach so that all learners can access the curriculum and then learning is deepened. |

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| **Specific provision is provided for the different areas of need for Special Need children** | |
| **Type of SEND** | **Support provided by school** |
| **Social, Emotional and Mental Health Needs**  Social Difficulties Mental Health Conditions,  Emotional Difficulties | * We provide excellent pastoral care for our children * We run one to one /group sessions focusing on emotional understanding and expression. * We create behaviour management plans where necessary to ensure children can access the curriculum and all children remain safe. * We use risk assessments and take action to ensure the safety and inclusion of all pupils whenever possible, in all activities. * We provide one to one nurture sessions to vulnerable children. * Two Teaching Assistants are trained to deliver ELSA as an intervention to support emotions and friendships. * We provide short term support for any child with specific emotional need. We use the KS1 outdoor provision at play times and lunch times for vulnerable children. We also use the library for quiet reflective sessions. * We seek support and expert advice from outside agencies including the school health advisor and the Children and Young Persons Services (CYPS, HINT). * Clear sanctions and rewards are followed to offer pupils structure and routines. (Refer to behaviour policy). * The whole school partakes in Wellbeing Wednesday assemblies, biweekly, to promote physical mental wellbeing. * Zones of regulations to support optimum emotional support for learning * Residential trips which help to develop social, emotional and behavioural resilience and promote independence.. |

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| **Specific provision is provided for the different areas of need for Special Need children** | |
| **Type of SEND** | **Support provided by school** |
| **Sensory and Physical Needs**  Hearing Impairment (HI)  Visual Impairment (VI)  Multi Sensory Impairment  Physical Disabilities  Medical Needs | * We provide support and practical aids where appropriate to ensure pupils can access the curriculum * We seek advice and guidance from School Health for pupils with significant medical needs * We run intervention sessions (dough gym) to improve pupils’ skills e.g. Fine and Gross Motor skills (dyspraxia) * We request and act upon advice and guidance from the consultants and specialist teachers e.g Teacher of the Deaf. * School staff liaise closely with multi agency staff e.g. Hearing/Visual Impairment Team to ensure pupils needs are met * There is ramp access to all areas of school to allow wheelchair access. * Our school has a disabled toilet * We work closely with Occupational Therapy Service to deliver and monitor therapeutic programmes * We provide support with personal and intimate care if and when needed. * Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty. * Staff understand and apply the medicine administration policy. * Movement breaks for pupils with motor coordination difficulties as and when required. * We purchase workspace aids such as slanted table aids and wobble cushions for pupils who need them |

**How do we assess and review pupils’ progress?**

**Children with SEND may need to make:**

* Academic progress. This measures how well they are learning in their subjects.
* Personal development. This measures other things such as independence, self-managing behaviours, getting on well with others, communicating with other people.

**This is how we assess academic progress or personal development:**

* Pupils’ progress is continually monitored by their class teacher. Their progress is reviewed formally in our pupil progress meetings each term.
* Using tailored resources to use a small step approach to identify smaller steps of progress with individualised targets.
* All Children on the SEND register have a Pupil Passport/Profile and if deemed appropriate a SEN Support plan which is reviewed in consultation with parents every term.
* The progress of children with an EHCP Plan is formally reviewed at an Annual Review for all adults involved with the child’s education.

All of this information is generic; every child is an individual and will receive personalised assistance and resources as needed. Every child's development is continuously assessed and tracked by the teaching team, and every programme is designed to provide the greatest results possible for each individual student.

Your child's class teacher should be contacted first if you have any concerns about them. They can forward information to the school's SENDCO. For further information, please refer to our school's complaints procedure if your issue has not been resolved and you would like to file a complaint.

The school website has additional useful information, including our SEND policy. If you would like further information about what we can offer, please do not hesitate to contact our SENDCO.

Email: [admin@st-aidans.northumberland.sch.uk](mailto:admin@st-aidans.northumberland.sch.uk) or telephone on 01670 813308.

**ADDITIONAL INFORMATION**

**Northumberland’s Local Offer**

Northumberland County Council has a ‘Local Offer’ of information and guidance for people with SEND or disabilities, their families and those who support them. This describes and has links to what is available in Northumberland and other nearby local authorities. You can find out more about this Local Offer at:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

**Northumberland Special Educational Needs and Disabilities Information, Advice and Support Service**

Parents can also contact their local Northumberland Special Educational Needs and Disabilities Information, Advice and Support Service (IASS) for impartial information, advice and support in relation to their pupil’s SEN and/or disability.

This is a self-referral service.

Telephone: 01670 623555

Email: [iass@northumberland.gov.uk](mailto:iass@northumberland.gov.uk)

**Children and Families Act 2014**

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

**SEND Code of Practice**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>