SEND Information Report

This SEND Information Report should be read in conjunction with the Barnet Local Authority SEND offer, which can be found at Barnet Local Offer :: Home

What type of school is St Catherine's?

At St Catherine's Primary School, we strive to ensure that ALL pupils thrive and flourish.

School Vision:

Our school will provide a loving, secure and stimulating learning environment, where everyone will grow in their faith journey and be inspired to be the best person they can be.

Our School Values:

Faith: we place our confidence, belief and trust in God

Integrity: we strive to be honest and truthful in what we say and do

Excellence: we achieve our best in all that we do

Love: we show compassion towards each other

Diversity: we recognise that each individual is unique

In realising our vision and ensuring we meet the needs of our Special Educational Needs (SEN) children, St Catherine's Primary School has due regard to the SEN Code of Practice 2015 and the Disability Discrimination Act 2001.

Our school's approach to supporting pupils with SEND

St Catherine's is a welcoming, vibrant and inclusive school, located on the border of North London and Hertfordshire. We are a two form entry school with a two year old and three year old nursery.

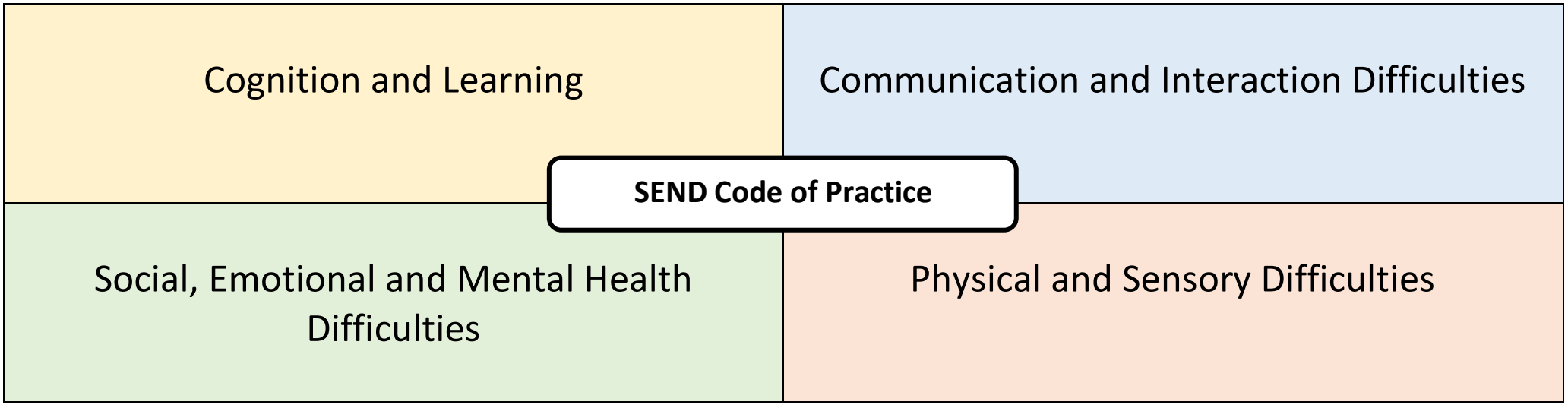
At St Catherine's, we aim to ensure that all pupils are included in every aspect of the curriculum and school life and encourage all pupils to fully take part, including in sport and wider, additional, enrichment opportunities. Our school vision requires us to be proactive and persistent in removing any barriers to learning that might hinder or prevent progress or exclude pupils from fully participating.

We are committed to providing a curriculum that meets the individual needs of all learners, including vulnerable, more able, disadvantaged, looked-after children and pupils with SEND. We have high expectations of all pupils and expect and encourage all pupils to work hard and receive appropriate challenge to reach their potential. Quality First teaching is key to all pupils making good progress. Some pupils, however, may occasionally, often or usually need additional help to enable them to thrive.

We practise the early and accurate identification of SEND through rigorous monitoring and assessment and work closely with parents and external agencies to ensure best practice and appropriate support for pupils. Our inclusion identification and assessment process is underpinned by a graduated approach consisting of 'assess, plan, do and review'. Our aim is that those who require additional support receive it swiftly.

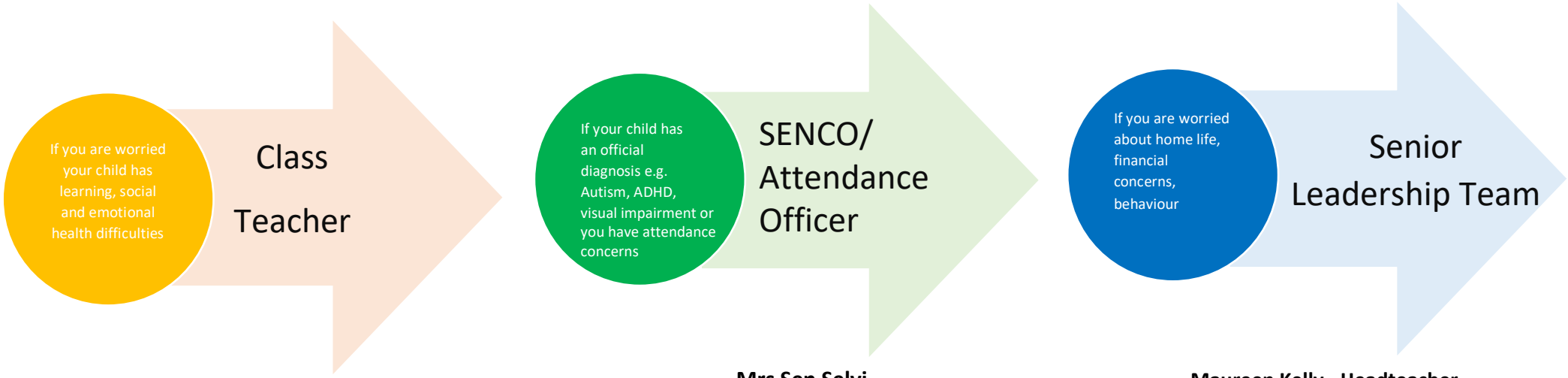
For which special educational needs and disabilities (SEND) does the school provide for?

Pupils with SEND have a wide range of needs which fall into 4 broad main areas of need. Our provision is focused on the child and supported by information and guidance from external professionals.



Cognition and Learning Difficulties	A child or young person with cognition and learning difficulties might learn at a slower pace than their peers, even when learning tasks are changed to support them. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Communication and Interaction Difficulties	Communication and interaction difficulties, also known as a speech, language and communication needs (SLCN), means that children and young people may have difficulties either saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Autism is a communication and interaction difficulty. Autism can affect how people perceive, communicate and interact with the world.
Social, Emotional and Mental Health Difficulties	Children and young people may experience a wide range of underlying, unmet social and emotional needs which show themselves in many ways. These may include withdrawal or isolation, as well as verbal and physical aggression or agitation. This can include, attention deficit hyperactive disorder (ADHD) and attention deficit disorder (ADD), attachment disorder.
Physical and Sensory Difficulties	If a child or young person has a physical or sensory difficulty it means that they have a disability which makes it challenging or prevents them from making use of the mainstream educational facilities generally provided. **Sensory Difficulties** Children or young people with sensory difficulties are those with hearing impairment (HI) or vision impairment (VI). Some children may also have a combination of hearing and vision difficulties which is known as a multi-sensory impairment (MSI). Many children with these sensory difficulties will require specialist support and/or equipment to access their learning. **Physical Difficulties** Some children and young people with physical difficulties (PD) require additional ongoing support and equipment to access all the opportunities available to their peers, including access to learning. These physical difficulties are usually linked to a medical diagnosis e.g. Cerebral Palsy (CP).
Medical needs	Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their signed and up to date (within one year) health care plan. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

Who are the best people to talk to about my child?



Mrs Sen Selvi

Inclusion Lead, SENCo and

Attendance Officer

Maureen Kelly - Headteacher

Jayne Pembleton - Deputy Headteacher

Nicki Whatley - Assistant Headteacher

Una Turner - Assistant Headteacher

Parents or carers can raise any concerns at any time, by making an appointment with the class teacher in the first instance. After this initial discussion, it may be appropriate to arrange an appointment with the SENCo discuss concerns further.

We recognise that some families may not feel confident enough to ask for help when it is needed or know how to best support their children and we will be as open, proactive and supportive as we can.

All pupils are carefully monitored and regularly assessed and any concerns are highlighted and communicated to the SENCo as soon as they arise. Concerns are usually monitored over two terms, with the expectation that the class teacher will have engaged in the 'Assess, Plan, Do, Review' (APDR) cycle. This involves communication between parents or carers, the pupil, the class teacher and the inclusion team.

How does the school identify additional needs?

At St Catherine's, we follow the SEND Code of Practice. The SEND Code of Practice states that 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.

A child of compulsory school age or a young person 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
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

At St Catherine's, early and accurate assessment of pupils' needs is prioritised through our whole school monitoring and assessment procedures and by working closely with parents and external agencies. At the heart of this process is the pupil – the pupil's perspective and voice is valued, listened to and acted upon. We promote a transparent, supportive relationship with parents and encourage their active involvement in the education of their children.

If you have a concern about your child, you should speak to the class teacher as soon as possible. Children can be identified as needing SEND support in a number of ways:

- Parents or carers may inform the school prior to or during admission
- Parent or carers may raise concerns about their child's progress, behaviour or emotional state
- A pupil voicing that they are experiencing difficulties or need further support
- Through a referral from a GP, health visitor, paediatrician, the Speech and Language service, the Educational Psychology service or other specialist and outside agencies
- Class teachers may identify concerns regarding progress or behaviours using and complete a Intial Concern form for the attention of the SENCo.
- Through the use of the Barnet Education and Learning Service (BELS) Toolkits

The SEND Code of Practice

The code sets out the processes and procedures that all these organisations should follow to meet the needs of children and young people.

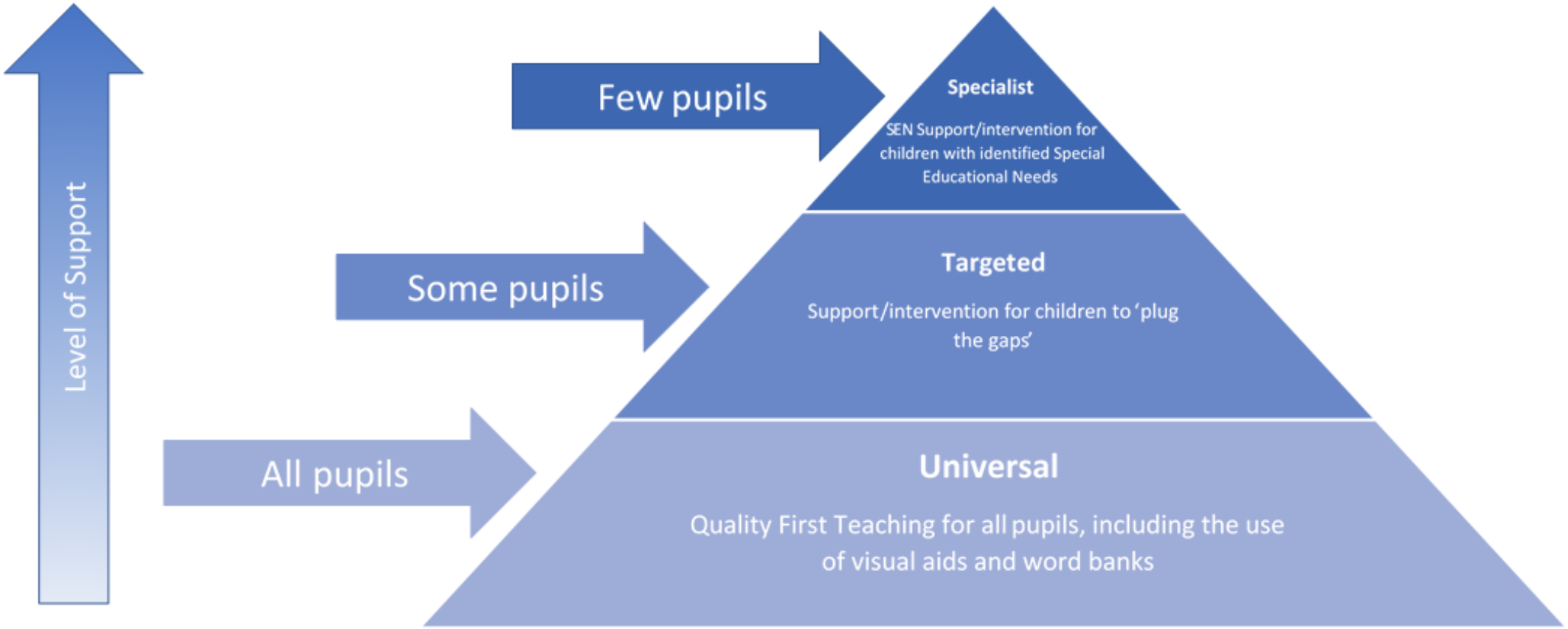
The current SEND code of practice was published in June 2014 by the Department for Education and implemented from September 2014. This was updated in April

2015. You can view the code of practice and other useful documents here: SEND Code of Practice

How will the school support my child?

At St Catherine's, we believe that the most effective inclusion strategy begins with everyday high-quality inclusive teaching. This has the most benefit for pupils who find learning the hardest.

The below diagram details the varying levels of support available to pupils.



How does St Catherine's adapt and adjust its provision to support pupils with SEND?

Pupils receive support that is specific to their individual needs. This may be provided entirely by the class teacher or may involve:

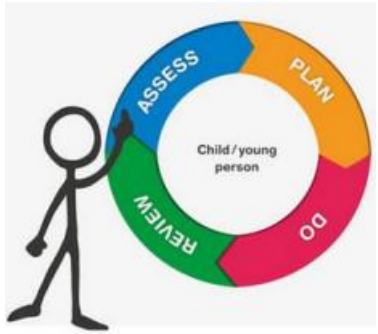
- other staff in the school
- colleagues from other schools or local provision
- LA advisers and professionals who visit from outside agencies, such as the Speech and Language therapy (SALT) Service, Occupational Health (OT)

Class teachers plan lessons according to the specific needs of all pupils in their class and will ensure that learning tasks are adjusted in order to enable pupils to access their learning as independently as possible.

- Lessons will include a combination of whole class, group and individual activities
- All class-based staff are experienced at recognising different learning styles and adapting their teaching and classroom practice to suit these styles
- Lessons are carefully adapted and equipment is carefully chosen to suit individual pupil's learning needs and style, where possible
- Teaching is regularly monitored to ensure that lessons are good or better and that they are well planned and delivered, to meet the different learning needs and styles in the classroom
- All classrooms have visual timetables and use multi-sensory approaches and resources

How will we measure the progress made by pupils in school?

- Pupil progress is continually monitored by their teachers and the senior leadership team.
- Pupil progress is reviewed formally every term and a judgement is given according to whether the child is below, working towards, at or exceeding age-related expectations.
- If a pupil is working significantly below age related expectations, they will be assessed using Pre-Key Stage Standards.
- The progress of pupils with an EHCP is formally reviewed at an Annual Review with all adults involved in the child's education.
- We assess the outcome of short-term targets when reviewing the pupil's Individual Support Plan once per term.
- Outside agencies check that support is working by conducting specialist assessments before support starts and then after to give a clear picture of the progress made.



How do we secure and deploy expertise?

At St Catherine's, we have a team around the child approach when identifying and putting in place support for pupils. We ensure pupils receive effective support, consult with external specialists and implement their advice where necessary, ensuring that appropriate reasonable adjustments are made.

What specialist services support the school?

- Inclusion Advisory Team (IAT)
- Barnet Integrated Children's Service (BICS)
- Educational Psychologist (EP)
- Social Care and Looked After Children (LAC) Teams
- Child and Adolescent Mental Health Service (CAMHS)
- Sensory support- Visual Impairment Teachers and Hearing Impairment Teachers
- Occupational Therapists (OT)
- Speech and Language Therapists (SALT)
- Pastoral Manager (Miss Ward)
- Autism Advisory Team

Key staff and expertise

Training is provided for all staff to improve the teaching and learning of pupils, including those with SEND. Shared strategies will be implemented in classrooms to ensure consistency and accessibility for all pupils. Outside agencies that are relevant to the needs of specific pupils will deliver training sessions for staff, for example, from the Autism Advisory Team. Learning Support Assistants also have access to training.

Staff Position and role	Key Responsibilities
Class Teachers	• Providing all children in their class with Quality First Teaching • Planning, delivering and monitoring pupil achievements and progress • Identifying, planning and delivering any additional help (e.g. targeted support, interventions) • Ensuring that the school's Inclusion and Teaching and Learning policies are followed in the classroom • Updating and managing pupil's individual support plans (monitored and reviewed on a termly basis, in consultation with the SENCo)
SENCO **Miss S Selvi**	• Liaising with SLT about vulnerable pupils, parent meetings, referrals and general provision • Liaising with class teachers, to advise and make suggestions about meeting individual pupil needs • Coordinating interventions and support for pupils with SEND throughout the school day • Coordinating the provision for pupils with medical needs • Ensuring that parents are involved in supporting their child's learning and kept informed about the support their child is getting • Liaising with external agencies e.g. Speech and Language Therapist, Educational Psychologist etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) • Providing specialist support and training for teachers and support staff so they can best help pupils achieve their potential
Inclusion Team	• Delivering interventions and working with pupils to support their progress towards specific targets and goals • Liaising with and taking direction from the class teachers about targets, interventions and the specific needs of individual pupils • Updating parents on pupils' progress and achievements towards specific targets and with interventions
Headteacher	• The day-to-day management of all aspects of the school, including support for children with SEND • Delegating responsibility for SEND to the SENCo and class teachers but remaining responsible for ensuring that all pupils' needs are met • Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND
SEN Governor	• Championing pupils with SEND at St Catherine's • Ensuring that the school has the necessary support in place for any child who attends the school who has SEND • Monitoring school policy, practice, procedure and provision for pupils with SEND at St Catherine's • Ensuring that the school has an up-to-date SEND Information Report that is published on its website • Monitoring that the school makes good use of its SEND budget and resources • Keeping school governors up-to-date with issues and information relating to SEND at St Catherine's

How do we communicate with, consult and involve parents and carers in their child's education at St Catherine's?

At St Catherine's, we encourage parental involvement and welcome open dialogue between home and school. We know that pupils make the best progress when they, their school and parents work closely together. We work closely with parents and pupils to ensure that their views and aspirations are included in the decision-making about their support.

We will always contact parents if we are concerned about any aspect of a child's welfare, progress or behaviour as a matter of course, at any point in the year. We would like parents to talk to their child's teachers regularly so they can support their learning at home. The SENCo is available to meet with parents to discuss their child's progress or any concerns or worries they may have. She will also arrange to meet with parents to discuss any new assessments and ideas suggested by outside agencies for their child.

All information from outside professionals will be discussed with parents and carers, either with the person involved directly or via a report. Parents are invited and encouraged to attend Individual Support Plan review meetings and Annual review meetings to ensure that they are fully involved in their co-production.

We further encourage collaborative working through the following:

- Sharing of targets, and discussion around provision
- Parent consultation meetings
- Meetings with professionals e.g. Speech therapist, Educational psychologist
- Initial introductory visits to the school with the Headteacher
- Coffee mornings
- Website blogs
- Letters and emails to inform parents about proposed changes to the school
- Informal and formal meetings, to suit the needs of parents/ carers, members of teaching staff or SLT
- An annual end of year report on each child's progress
- Parental representation on the Governing Body
- Weekly Newsletter
- Social Media

How do we consult with pupils and involve them in their education?

Opportunities for pupils to be involved in making comments and decisions include:

- The School Council actively involves pupils in giving ideas and making decisions about aspects of school life
- Pupils with SEND are represented in the School Council and as House Captains
- The St Catherine's Eco-Warriors actively involves pupils looking after the school, local and wider environment
- A pupil centred approach where children are invited to contribute to reflect upon their learning, achievements and progress
- We encourage children with SEND to attend support plan review meetings as appropriate

How will we support pupils when they are joining, leaving or moving classes at St Catherine's?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible. Staff form positive relationships with pupils and get to know pupils well which helps support any change or transition.

If your child is joining school in reception:	• If possible and if appropriate, the SENCo and EYFS Leader will visit the child in their current setting. • Look-ins and Stay and Play visits take place in the summer term before your child starts. • Home visits are carried out, providing an opportunity to discuss any concerns parents might have about their child's progress, development or identified or diagnosed SEND. • Handover and transition meetings take place with professionals and parents. • A phased introduction ensures that the youngest pupils in the school are given time to settle.
If transferring from another school:	• If possible and if appropriate, the SENCo will visit the child in their current setting. • Handover meetings are planned with professionals from both schools and with parents to plan carefully for the handover and transition. • Social stories are provided when appropriate and visits can be planned to support the change. • Wherever possible, classes are matched to the pupils, to ensure the best transition into the new setting. • Handover documentation is carefully checked by the school office, Headteacher, SENCo and class teacher, where appropriate, to ensure all essential information is known.
If your child is moving to another school:	• We will contact the school SENCo and ensure that they know about any special arrangements or support that needs to be made. • Handover meetings are planned with professionals from both schools and with parents to plan carefully for the handover and transition. • We will make sure that all records about your child are passed on to the new school as soon as possible.
Moving classes:	• Information will be passed on to the new class teacher in advance and the current and new teacher as well as support staff will meet to discuss the learning, progress and needs of individual pupils. • A social story is provided, when appropriate, for pupils who will benefit from a visual prompt. • New teachers are given the opportunity to observe pupils in current class. • When needed, a transition programme is planned. • Transition books are created, where appropriate.
In Year 6	• All pupils take part in the year group transition programme. • Pupils may be part of a small transition group to share and discuss any concerns or worries about moving on to secondary school. • The SENCo will invite the secondary staff in to discuss the child and share strategies. • Visits may be made to the new school, in addition to the usual Secondary Transition programme. • Some pupils are encouraged to attend summer schools, organised by the secondary school.

How have we made St Catherine's Primary School accessible to children with SEND? (including after school clubs etc.)

St Catherine's has a policy of inclusion for ALL children. Reasonable adjustments are made where necessary to allow all children to access activities.

- We ensure that equipment used is accessible to all children regardless of their needs
- Differentiated or personalised curriculum where necessary, to meet individual pupil needs
- Accessibility Plan frequently reviewed to meet individual pupil needs
- Resources to scaffold and support learners
- Whole school focus on oracy and vocabulary to improve communication
- A rich, diverse curriculum, designed to meet the needs and interests of all learners
- Regular review of enrichment opportunities to ensure most vulnerable pupils are accessing this provision
- We seek the support of outside agencies, when required, to help us identify needs and solutions to any accessibility concerns.
- Our pupils with physical needs receive additional adult support, where needed, on school trips so that they can access the same experiences as their peers.
- Some pupils may require an individual risk assessment prior to offsite visits that will be shared with key staff and parents.

What specialist equipment and facilities do we have access to?

- Staff and pupils have access to a Sensory Room to regulate their emotions and Learning Resource Room to deliver social skills groups and small group interventions.
- Our provision is adapted in Year 1 to provide a continuous provision approach to teaching and learning as appropriate.
- Access to a generous outdoor space to deliver forest school sessions.

How accessible is the school environment?

- The school building has a lift to provide access between two floors
- When agencies advise additional equipment, where possible, it is provided.
- Some equipment can also be loaned to parents to help support their children's needs.
- School is secure and has restricted access.

For further information, please see the school's Accessibility Plan - St Catherine's Primary School - Policies

What support do we offer for health and general wellbeing?

At St Catherine's, we consider the whole family context when supporting each pupil. Sensitivity, privacy and confidentiality are paramount, at all times. We apply a holistic approach to education, looking at the whole child and provide support through pastoral care as required. This is based on referrals made by staff and/or parents. If needed, referrals to outside agencies are made so that children can access appropriate support.

We are aware that those pupils with SEND may be more vulnerable than others. Bullying of any kind is taken very seriously and at St Catherine's. We record and analyse all incidents, as stated in our behaviour and safeguarding policies.

Our staff are aware of individual pupil's needs for example, medical, social or emotional needs and how these may impact on a pupil's well-being can be or become a barrier to learning and progress.

So how do we support in these areas?

Medical needs	If a pupil has any medical needs, a member of the inclusion team will invite parents into school to create a care plan. • Care plans will be updated regularly and parents are able to contact the inclusion team at any time. • A child's social and pastoral care is very important and the sharing of concerns with the Class Teacher, SENCo will help us all work together effectively. • All medicines are carefully monitored, stored and their usage recorded. • The School Nurse regularly visits the school and can be contacted outside of the set visits. • Dietary needs are discussed and any allergies shared with relevant staff. If needed, a food diary may be kept to support programmes given by a dietician.
Social needs	• Pupils are fully included in activities where possible. All children are encouraged to work together. • If a pupil is struggling to understand how to make friends, a range of lunchtime clubs and activities are available and may be suggested to support them until they are confident enough to play on the main playgrounds. • Our SEMH intervention support children with their self-regulation skills and confidence • Social stories are used as a strategy. • New children (or if your child is lacking with confidence in the playground) are provided with a buddy. • Staff, play leaders and buddies in the playground will monitor pupils and encourage them to interact with others. Class teachers will be notified of issues and concerns and/or the SENCo, if necessary
Behaviour needs	If a pupil has difficulties regulating their emotions or behaviour, their class teacher will keep parents informed. • Strategies will be implemented and shared with parents. • Additional support will be implemented if needed and advice requested from additional professionals if required.

	• The SENCo will keep parents informed and if necessary meet with parents and all professionals involved with the child or family. • We will endeavour to ensure that pupils are included and supported at all times.
Attendance	It is important that pupils have good punctuality and attendance so they are able to make good progress with the support they are given (Please see the school's attendance policy). • It is important that if a pupil has a medical reason for absence, the school is notified immediately and they return to school as soon as possible. If parents are unsure about any issues relating to attendance, the SENCo, school office, or the school's Education Welfare Officer (EWO) will be able to advise you.

How do we evaluate the effectiveness of our work?

There are many ways that we evaluate what we do and strive for outstanding systems, procedures and practices across all areas of our provision. Some of the things we do are:

- Have a robust self-analysis and evaluation of the school provision
- Regular monitoring of the quality of teaching and learning, along with the quality of pupils' work and speaking to pupils about their learning
- Regular CPD sessions and termly staff INSET days
- Training and support provided by specialist teams from the LA
- Regular Pupil Progress Meetings to verify achievement and progress and determine interventions, whilst monitoring the achievement and progress of vulnerable individuals and groups
- Listen to pupils and respond to what they tell us about their lessons and what is going well
- Collect information about each child's progress and take action if a child is not making the expected progress
- Create and review Case Studies, learning from the evidence and outcomes
- The school governors regularly audit the work of the school by meeting with senior and middle leaders on a regular basis

Who can I contact for further information?

1.Class Teacher

2.SENCO

Mrs Selvi

SEND Information, Advice & Support Service

Barnet Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)

Phone: 020 8359 7637 (9:00 am to 5:15pm, Monday to Thursday and Friday 9:00am to 5:00pm)

Email: SENDIASS@barnet.gov.uk

Write to: Barnet SENDIASS
London Borough of Barnet, 2 Bristol Avenue, Colindale
London NW9 4EW

Contact Barnet SEND Information Advice and Support Service (SENDIASS) | Barnet Council

What to do if you are unhappy with your child's SEND provision

Please see the school's complaints policy and procedure located in the 'policies' section of the school website.

St Catherine's Primary School - Policies

Monitoring arrangements

This SEND Information Report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

It will be available on the school website.

Modified hard copies can be requested from the school and the school can arrange for the information to be translated upon request.