



St Patrick's Catholic Primary School

SEN Information Report: 2024-25

Introduction:

St Patrick's Primary School is a two-form voluntary-aided mainstream primary school. We are committed to being an inclusive school and we aim to meet the needs of pupils with Special Educational Needs and Disabilities, wherever possible.

There are four main areas of additional needs, which are Communication and Interaction, Social, Emotional and Mental Health Difficulties, Cognition and Learning and Sensory or Physical Needs.

What is 'The Local Offer'?

Under the 2014 Children and Families Bill, both Local Authorities and schools are required to publish and keep under review, information about services which are available to support children and young people with additional needs and/or disabilities, aged 0-25. This is called the Local Offer.

The purpose of the Local Authority Local Offer is to allow those with special educational needs or disabilities, and their families, to clearly see what help and services are available across the London Borough of Havering. You can also see how to contact the services and what you should do if you think you or your child could benefit from them.

You can find the Havering Local Offer at the following link:

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

The School SEN Information Report

The following questions are designed to provide more information about the Local Offer from St Patrick's Primary School and how we can support your child.

How does St Patrick's know if a child needs extra help?
<p>This may be identified by:</p> <ul style="list-style-type: none"> ● Information provided by pre-school or a previous school. ● Transition meetings between settings. ● Information from other services. ● Concerns raised by parents/carers, class teachers & other members of school staff or the child.

- Limited progress being made despite targeted intervention – pupil progress is tracked termly and discussed during Achievement Team meetings.
- A change in the pupil's behaviour or progress.
- Formal assessments (e.g. whole-class Language Link screening of Foundation Stage on entry to School)

What should I do if I think my child has special educational needs?

- If your child has identified additional needs prior to starting school, please let the school know at the time of admission, so appropriate preparations can be made.
- If you have concerns about your child's learning; in the first case, you need to speak with your child's class teacher.
- Contact the SENCo (Mrs Tynan) via the School Office.
- Depending on the need, other contacts could include the School Nurse, your child's GP or Health Visitor.

How will the school support my child? How will the curriculum be matched to my child's needs?

In their support and challenge role, the Governors of St Patrick's ensure that the school is inclusive as possible and procedures reflect this.

Quality First Teaching:

- All teachers are teachers of inclusion and special needs. We aim to provide Quality First Teaching in an inclusive classroom and with a curriculum adapted for all pupils. Each class teacher is responsible for planning and delivering lessons appropriate to the range of needs in their class. Differentiation/adaptive teaching for individual pupils may be through the resources provided, different learning activities or the level of support.
- Currently, Foundation, Years 1 and 2 classes have the support of a Teaching Assistant for 2.5 hours each morning. The junior classes (Years 3-6) share a Teaching Assistant for 2.5 hours each morning. Foundation classes have TA support in the afternoon for the full academic year. Any further classroom support is reviewed as needed.
- The class teacher is responsible for checking the progress of each pupil and identifying, planning and delivering any additional help they may need. The progress of all children is reviewed regularly at departmental Achievement Team meetings. If a pupil is not making progress, the class teacher will share their concerns with the parents/carers to discuss next steps.
- Initially, the class teacher will identify how they will provide additional support for the pupil using the staff and resources available to them (this could include extra reading practice, precision teaching etc.) Interventions are recorded on the whole-school Provision Map (a record of timings and impact). Parents/carers are kept informed through parents' meetings (known as TLCs).

- We aim to match provision to need. We are able to offer support in a number of ways, these may include:
 - Speech programmes –as identified by NHS or those identified by Speech Link screening.
 - Language programmes – either for pupils on NHS caseload or those identified by Language Link screening.
 - Language groups – for Foundation & Year 1.
 - Precision Teaching for basic skills (eg phonics, number bonds, times tables).
 - LEGO Therapy – focusing on use of language, turn-taking, listening skills.
 - Colourful Semantics (for sentence structure)
 - Small groups for numeracy/literacy.
 - Attention and Listening groups.
 - BCCS Counselling Service.
 - ELSA programme (Emotional Literacy Support Assistant)
 - Individualised behaviour strategies/plans.

These interventions may be delivered by a Teacher, Teaching Assistant (TA) or Learning Support Assistant (LSA) and are overseen by the class teacher in conjunction with the SENCo. Any intervention will last for a specified amount of time, (e.g. half term or term). It will be reviewed regularly as to its effectiveness and to inform future provision.

SEN Support:

If a child is identified as making little progress, despite targeted intervention and may need further specialist support, they will be placed at 'SEN Support'. These pupils may require longer-term interventions and will be given an Individual Educational/Learning Plan (IEP/LP). Individual targets will be set according to their area of need. These will be reviewed regularly by the class teacher and parents/carers will be invited to attend termly reviews.

Where necessary, the school may seek specialist support from outside agencies in consultation with parents/carers via an Inclusion Gateway or NHS referral. Professional services may include an NHS Speech Therapist or professionals from the Havering SEND Education Support Service (i.e. Educational Psychologist, Advisory Teacher or Advisor for Communication & Interaction or SEMH). With parental consent, school staff can access consultations with these agencies to discuss the situation and seek professional advice to support a child's learning. If further support is needed, such professionals may visit school to carry out an observation and/or assessment, after which a report with advice and appropriate strategies is shared with the school and parents/carers.

At times, teaching assistants may be allocated to support a child in a 1:1 or small group situation to target more specific needs.

If appropriate, specialist equipment will be used.

Specified Individual Support:

A very small percentage of pupils require much higher-levels of support, as their learning needs are considered to be severe, complex or life-long. This support is usually provided through an Education, Health and Care Plan. An assessment for an EHC Plan has to be formally requested from the Havering Assessment and Placement Team. Once the request has been made, a panel of relevant professionals will look at all the evidence provided by the parents/carers, the school and any medical, educational or social care professionals involved, regarding the child's needs and decide whether they meet the criteria for an assessment to proceed.

How will I know how my child is doing?

- For all pupils, we have regular TLC (Teacher Learner Conference) meetings, where you and your child can meet with the class teacher to discuss progress and set targets. These meetings are held in person and you may have the opportunity to look at your child's work. The aim is for all parents/carers to attend termly.
- Written reports are given at Christmas for pupils who do not have an Individual Learning Plan. Written reports are given for all pupils at the end of the summer term.
- For pupils at 'SEN Support' or those with an Education, Health and Care Plan, you will be invited to termly IEP/LP review meetings to review your child's progress and set new targets. These meetings will take the place of the TLC meeting.
- Pupils with an Education, Health and Care Plan will also have an Annual Review meeting, as required by Havering.

How will you help me to support my child's learning?

- An overview of your child's class curriculum will be provided at the beginning of each term.
- Differentiated homework will be provided weekly.
- Your class teacher will speak to you about any individual tasks or approaches that may benefit your child.
- Curriculum workshops for parents/carers are organised throughout the year.
- Information/support regarding the curriculum is available on the school website.
- Sharing of resources which can be used to support the child at home.
- For some pupils, a home-school contact book may be used for communication.
- Signposting parents to a variety of support services available to them (eg EP Parent Help Line service, CAMHS Drop-in Sessions, HEST Parent Workshops etc). Information flyers are regularly shared with parents via email.
- SENDIASS (formerly, Parents in Partnership) is a service offering independent information, advice and support for parents, carers, young people and children with SEN or disabilities. They can be contacted on 01708 433885 or at www.havering.gov.uk/SENDIASS
- The Havering Local Offer can provide information on schools and services available in the borough. It can be found at:

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

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

Support we can provide in school may include:

- Whole-school Positive Behaviour policy including rewards and sanctions (Going for Gold) and a 'Token of Appreciation' system for demonstrating the school's Core Values around the school.
- Access to a visiting counsellor from Brentwood Catholic Children's Society (BCCS) – spaces are limited and children are referred according to arising need or circumstance.
- Emotional Literacy Support Assistant (ELSA) – a trained member of the school staff who works directly with children. Class TAs also offer pastoral support, as needed.
- A range of clubs – extra activities available at lunchtime or after-school to promote physical activity, social skills, turn-taking, team spirit etc.
- School Council to give pupils a forum to contribute their views and ideas.

Pupils with Medical Needs

- For pupils with ongoing medical needs requiring an individualised response, a Health Care Plan will be drawn up by the School Nurse in consultation with the Parents/carers and DHT or SENCo.
- Staff members receive annual epi-pen and asthma awareness training by the School Nurse.
- Other medical training (dependent on current needs in school) will be sought from appropriate medical professionals, as required.
- Recent training, in addition to epi-pen and asthma awareness has included Managing Type 1 Diabetes and Gastronomy training for relevant staff.
- Designated EYFS staff members received paediatric first-aid training (February 2023).
- Most staff members received Emergency First Aid Training (September 2023).
- Selected staff received Defibrillation Training (March 2021)
- The School Nurse team is able to carry out hearing assessments, if there are concerns.
- The School Nurse offers a termly drop-in session where she is available to offer advice for parents/carers, who may have concerns regarding their child's health.
- The School Nurse Team attend school annually to carry out the health check (height, weight, eyesight & hearing) for EYFS pupils and for Year 6 (height & weight) – with parental consent.
- The NHS School Team attend school to offer the annual flu vaccine – with parental consent.

- When necessary and in agreement with parents/carers, prescribed medicines may be administered in school, when a signed medical consent (Permission to Administer) form is in place to ensure the safety of both child and staff member.

The Supporting Children with Medical Conditions policy is available to read on the St Patrick's website under Policies.

[Children with Medical Conditions policy](#)

What Specialist Services and expertise are available at or accessed by St Patrick's?

At times we may need to consult with outside agencies to receive their more specialised expertise.

The agencies currently available to the school include:

- Havering Educational Psychology Service
- Havering SEND Education Support Service (Advisory Teachers including those for Visual & Hearing Impairments)
- Havering EAL Service
- Havering Behaviour Service
- Speech and Language Therapy (NHS)
- NHS School Nurse Team
- Brentwood Catholic Children's Society counselling service

Where appropriate, school will liaise with NHS Services including:

- Occupational Therapy/Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Community Paediatrician

What training have staff had or are undertaking to support children with SEND?

The Head Teacher oversees The Continual Professional Development of all staff.

Training to support all pupils and children with SEND may be carried out by external providers and the SENCo. Training is targeted to address the needs of identified pupils. This may be delivered to a member of staff supporting a child on a 1:1 basis, a small number of staff working in a particular year group, or to all staff. Recent training has included:

- Adaptive Teaching
- Emotion Coaching
- Developmental Language Disorder (DLD) Training
- Situational Mutism Training
- Understanding Mental Health
- Behaviour Management Training
- Liveload Manual Handling Training

- Sensory OT Training
- Team Teach Positive Behaviour Management
- Supporting pupils with Speech, Language &/or Social Communication Needs (incl. work stations, visual schedules, PECs, sensory needs etc.)

In accordance with Statutory guidelines, the SENCo (Mrs L.Tynan) is a qualified teacher and holds the post-graduate National Accreditation in Special Educational Needs Coordination.

The school has some teaching assistants who have received training enabling them to deliver more specialised speech and language support

For a child who requires a specific and more personalised plan of support, appropriate training will be sought, to best support the child and those working with them.

How will my child be included in activities outside the classroom, including school trips?

We aim to include all our learners in all aspects of the curriculum, including activities outside the classroom.

- Where there are concerns of safety and access, further consideration is put in place to ensure that needs are met.
- Risk assessments are carried out for each trip and plans put into place to meet any requirements.
- If a health and safety risk assessment suggests that intensive levels of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity, in addition to the usual school staff.

How accessible is the school environment?

The school site is wheelchair accessible and we are happy to discuss individual access requirements and will make every effort to make reasonable adjustments where possible. An Accessibility Plan is in place and is reviewed regularly.

Facilities we have at present include:

- A disabled toilet
- A shower suitable for a disabled person

How will the school prepare and support my child when joining or transferring to a new school?

- Transition meetings between Foundation teachers and the pre-school settings for new intake (where possible).
- Transition meetings between SENCo, parents/carers and child's Early Years Setting if SEND is already identified. School staff will visit previous setting, if appropriate, to ensure new pupils settle well.

- Transition photo books are sent home to new pupils who would most benefit from them, prior to starting school. Such pupils may also be given photo books to help with year-on-year transition to their new class prior to the new academic year.
- Summer term Stay & Play Sessions – short visits to school for all new September Intake.
- Induction Meetings for Foundation parents/carers in the summer term.
- Visits from Secondary staff are arranged to meet children transferring to KS3.
- For secondary transfer, Pupil-Centred Review Meetings (PCRs) are held for vulnerable or high-need pupils, attended by the child, their parents/carers, SENCos from both schools and any other relevant professionals.
- Arrangement of additional pupil visits to the new setting, if needed.
- In the summer term, the Year 6 classes have weekly sessions focusing on preparation for secondary school (these may also be offered in smaller groups for those pupils considered vulnerable.)
- Prospective EYFS parents are invited to visit the school – a number of days/times have been offered for the Sept 2025 intake (including a weekend option).

How are the school's resources allocated and matched to children's special educational needs?

- The SEN Budget is allocated each financial year; it is managed by the Head Teacher and the Governing Body.
- Resources including the deployment of TAs & LSAs is reviewed regularly and adjusted as necessary.
- Resources are requested and ordered as necessary, to support each pupil's learning.

How is the decision made about how much support my child will receive?

- These decisions are made by the Senior Leadership Team, the class teacher and the SENCo and are based on an individual child's needs. Decisions are based upon termly tracking of pupil progress and as a result of assessments or advice from outside agencies.
- All interventions are monitored for impact and outcomes are defined at the start.
- If further concerns arise at any time during a child's school life, then reasonable adjustments will be made.

How will I be involved in discussion about and planning for my child's education?

We strongly believe that a partnership approach with parents/carers is the best way to support a pupil's learning and needs. As such, we value and encourage all parents/carers to contribute to their child's education. This may be through:

- Discussions with the class teacher informally or during TLC meetings.

- Review meetings for pupils at SEN Support or with EHCPs with the class teacher and SENCo.
- Review meetings and discussion with other professionals.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

Further information and support can be obtained from Mrs Tynan (SENCo) and Mrs Newman (Head Teacher). Contact can be made via the School Office (01708 745655). Please note that Mrs Tynan works part-time (Monday to Thursday).

The SEND policy and further information is available to read on the St Patrick's website under Special Educational Needs and Disabilities.

[St Patrick's SEN Policy](#)

If you have a complaint or concern at any time regarding your child's SEND, please discuss it with their class teacher initially. If they cannot resolve the issue, then please contact the SENCo. If the issue is still unable to be resolved, then please make an appointment with or write to the Head Teacher. If the matter is still not resolved to your satisfaction, it will then be referred to the governing body.

Reviewed and Updated: November 2024