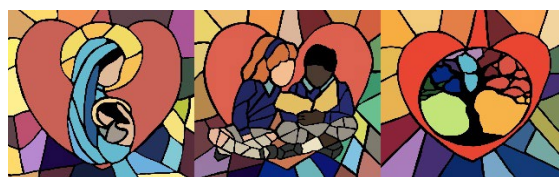




English Martyrs'  
Catholic Primary School  
Loving Jesus, Loving Learning, Loving Life

# Special Educational Needs Information Report

<b>Date:</b>	June 2023
<b>Produced by:</b>	Mr Young SENCo



At English Martyrs' Catholic Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Here you can find all of the information you need about Special Educational Needs and Disabilities at English Martyrs' Catholic Primary School including identification and assessment, support available and monitoring and reporting of progress.

## Special Educational Need Provision

English Martyrs' Catholic Primary School is a mainstream school and part of the Bishop Bewick Catholic Education Trust (BBCET).

We are a two-form entry primary school with classes of 30 children led by a class teacher. Through a 3-tiered approach to SEN support, we make all reasonable adjustments possible to support a range of special educational needs (SEN) across 4 broad areas:

### **Cognition and Learning (C&L):**

This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration. Such difficulties might include 'Specific Learning Difficulties' (i.e. dyslexia, dysgraphia) and moderate learning difficulties.

### **Communication and interaction (C&I):**

Difficulties might include understanding or using language and communicating socially with others. This might include conditions or disorders such as: Specific language impairment, autism and speech sound disorders/delay.

### **Social, Emotional and Mental Health (SEMH):**

This might include difficulties such as experiencing high anxiety, stress, distress or anger that have an impact on accessing education.

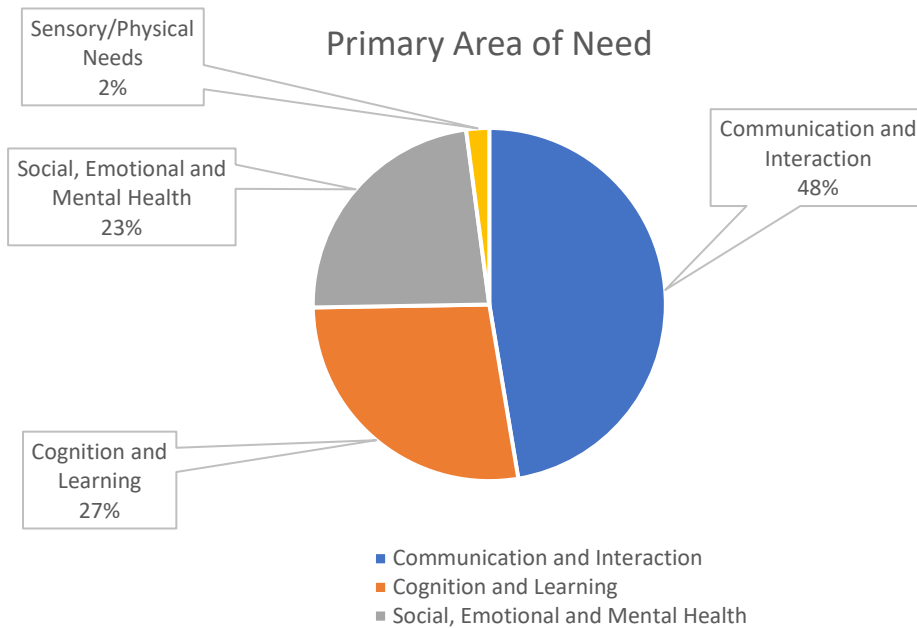
### **Sensory and/or physical (S/P):**

This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitives and sensory impairment (i.e. Hearing Impairment) It is common for children to have special educational needs that span two or more of these areas. If this is the case, SEN support is designed to best support your child's need using the resources available.

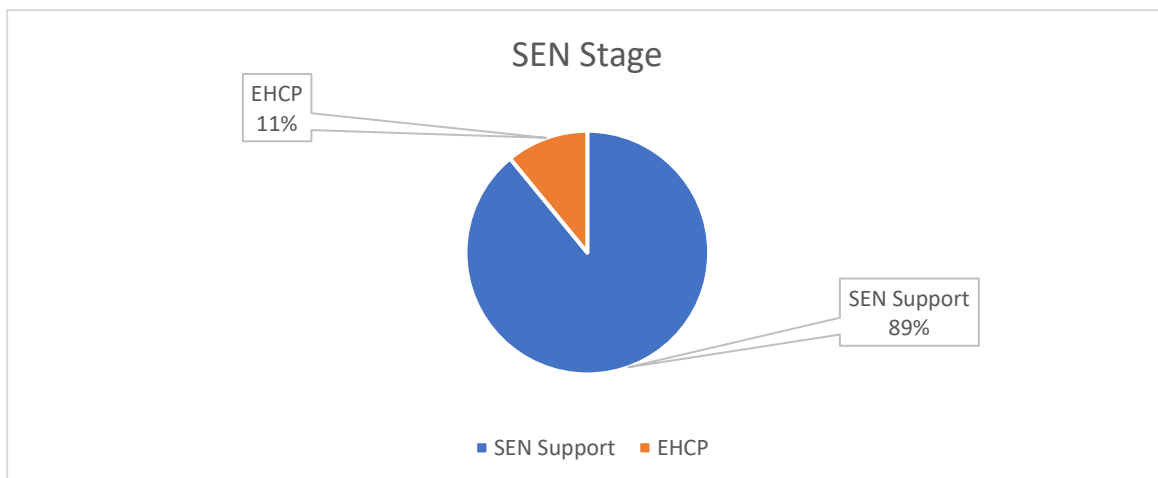
## School Profile

At English Martyrs' we have 64 (13.5%) children registered with a Special Educational Need. These are represented across the four areas of need as below:

Primary Area of Need	Number of Children	Percentage
Communication and Interaction	29	45%
Cognition and Learning	17	26%
Social, Emotional and Mental Health	14	22%
Sensory/Physical	1	2%



There are 7 children with an Education, Health and Care plan and 57 registered with SEN support.



## Assessment and Identification

For children to access the best possible support, it is important that SEN difficulties are identified early through appropriate methods of assessment. Understandably, it isn't uncommon for parents to feel cautious about children being 'assessed' at a young age and are sometimes wary of children being given 'labels'. At English Martyrs', the principal objective is to understand exactly what support individual children require using age & stage appropriate strategies.

Depending on a child's specific areas of need, assessment can take place in many ways, by different members of staff or external professionals. Assessments and screening activities are always developmentally appropriate. We work closely with families to agree assessment methods. These include, but are not limited to, the following:

### **Cognition and Learning:**

- York Assessment of Reading for Comprehension (YARC) - a one-to-one, diagnostic reading assessment of fluency and comprehension skills.
- Sandwell Early Numeracy Test (SENT) – Assesses ability of basic numeracy skills.

### **Communication and Interaction:**

- British Picture Vocabulary Scale (BPVS3) – A one-to-one test that assesses vocabulary. It can be used to assess language development in non-readers and pupils with expressive language impairments.
- Speech Link and Infant and Junior language link – Screening assessment to identify receptive language need.

### **Social, Emotional and Mental Health:**

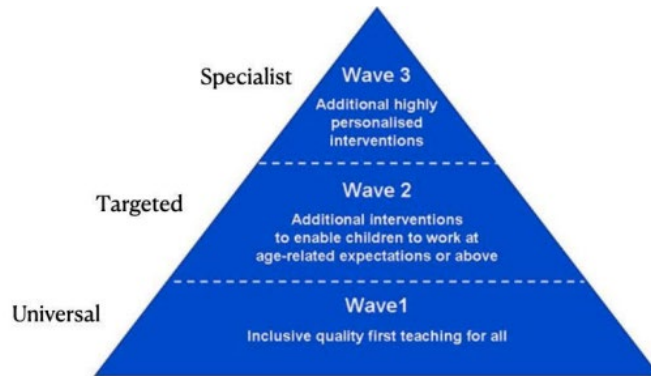
- Boxall Profile – A checklist framework for assessment of social, emotional and behavioural difficulties.
- Strengths and Difficulties Questionnaire (SDQ) – A brief behavioural screening questionnaire.

### **Sensory and/or Physical:**

- VMI-6 - Beery-Buktenica Developmental Test of Visual-Motor Integration – An all-age screener for visual-motor deficits that can lead to learning, neuropsychological and behaviour problems.
- Visual/Hearing Impairment assessments - Assessments that would be carried out in collaboration with specialist teachers and healthcare professionals.
- Physical and other sensory needs assessments- used to assess sensory processing difficulties. To be carried out with occupational therapist.

## Support in School

At English Martyrs', we have a 3-tiered approach to SEND support across the school. Support for children is determined by each child's strengths and difficulties and follows a child centered approach.



### Wave 1 – Universal Support

Our first priority at English Martyrs' is to ensure the highest standard of inclusive teaching possible for all children, using a range of best-practice strategies. This forms Wave 1, the first of our 3-tiered SEND offer.

This level of support will involve a range of evidence-informed strategies including: flexible grouping of children, supporting children to develop independent thinking and learning strategies, clear, precise instruction and explanation, use of technology and visual 'scaffolding' of work to allow children greater access to learning.

### Wave 2 – Targeted Support

For children who require a slightly more personalised approach to specific areas of learning, in addition to the Wave 1 strategies, children will have access to additional interventions. These sessions, run by teaching assistants or teachers, include support for difficulties across the 4 broad areas of need such as: speech and language, specific literacy and mathematical skills, social skills, physical and sensory development and emotional literacy. Wave 2 support aims to enable children make accelerated progress against their targets and to be working at the age-expected level.

### Wave 3 – Specialist Support

For a small number of children, a highly personalised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or therapists from other services. This type of support will vary hugely between individuals dependent on strengths and difficulties. Children who might benefit from Wave 3 support may have or require an Education, Health and Care Plan (EHCP) in order for the school to provide the level of specialist support.

All support across the school is monitored and evaluated every half term. This is to ensure that the support in place is meeting the needs of individual children.

## Working with Parents

At English Martyrs' we recognize that as parents, you have vital and unique knowledge about your child's strengths, difficulties, interests, likes and dislikes. We believe that you should be fully involved in every step of the SEN process, from initial identification right through to making decisions about support in place in school. We call this SEN process the Assess, Plan, Do, Review (APDR) or Graduated Approach model. Communication between school and parents should be two-directional and the information below outlines what you can expect.

### **Assess**

Assessment of needs or difficulties is the first step and may be initiated by the school, parents or health and care professionals (GP/social worker).

**School initiated** – If your child's teacher has concerns, they will first of all, speak to you to ask for your thoughts and input. They may well speak also to the Special Educational Needs Co-Ordinator (SENCo) for tips and advice.

**Parent initiated** – If you have concerns about your child's learning and/or development, in the first instance, speak to your child's class teacher. They will be able to give you feedback on how your child is doing in class and you can develop a support plan for your child. Your concerns will be shared with the Inclusion Team and SENCo to monitor progress.

**Health and Care Professional Initiated** – If a concern is raised by a GP or health or care professional, they will usually communicate only with you the parents and not the school. It is really important that you share as much information about concerns raised or relevant diagnoses your child might have so we can put the right support in place. Please inform your child's class teacher if this is the case.

### **Further Assessment**

For some children, the type of assessment may be more specific including screening in school for specific needs or require referral to a qualified professional such as: an educational psychologist, speech and language therapist or paediatrician. You would always be contacted to ask for your consent and contributions towards the referral being made.

### **Plan, Do & Review**

If your child has special educational needs, you (and your child, where appropriate) will be invited on a termly basis to review and co-produce your child's Support Plan. This is an opportunity to meet your child's teacher, discuss what is going well, and, sometimes, what's not going so well and what support could be provided in the coming term.

## How is my child doing?

In addition to the information shared in the 'Working with Parents section', progress reports on how your child is doing might take place in different ways:

**SEND Review Meetings:** These meetings take place termly (3 times a year). These are a perfect opportunity to meet your child's teacher, discuss progress against support plan targets and to shape the planned support for your child. The SENCo can be invited to this meeting too, if you have any specific questions.

**School Report:** At the end of the school year, you will be sent a school report. This will include your child's assessment information over the year.

**Online:** At English Martyrs', we love to share what our children are up to! Parents have access to the 'Tapestry' app which allows staff to celebrate children's learning and development. In addition to this there are regular updates to our school Facebook and Twitter pages.

## Education, Health and Care Plan (EHCP)

For some children, our universal and targeted level of support (Waves 1 and 2), are not enough to enable them to learn most effectively. For children with more complex or significant needs, a more personalized and specialist approach might be required. In many cases, a child might require an Educational, Health and Care Plan (EHCP). This is a legal document that describes a child's special educational needs, the support they require and outcomes they would like to achieve. The support in these plans must be provided by the local authority, meaning that an EHCP can give a child extra educational support as well giving parents more choice about which school their child can attend.

An EHCP can only be issued after a child has gone through the EHC needs assessment. This can be applied for by school or by parents.

## Newcastle Local Offer

More information is also available on the Local Authority website which includes details of their 'Local Offer'. This Local Offer outlines information about SEND and services available for those with additional needs, between the ages of 0 -25, for Parents, Carers and Young People. Please follow this link if you would like more information about Newcastle Local Authorities Local Offer:

[www.newcastlesupportdirectory.org.uk/send-local-offer](http://www.newcastlesupportdirectory.org.uk/send-local-offer)

## School Offer to pupils with SEND

	Support within School
<p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> <li>• Dyslexia</li> <li>• Dyscalculia</li> </ul>	<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Adult-led small group work in lessons</li> <li>• Teaching Assistants have designated time in assigned classroom to support SEND</li> <li>• Classroom provisions are made to support access to the curriculum and to develop independent learning</li> <li>• Small group/1:1 targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. These programmes include; Wordshark, Nessy, Lexia Reading Software, SNIP Literacy Programme</li> <li>• Technology is used to support learning</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to</li> <li>• Use of the graduated approach. (Assess, Plan, Do, Review)</li> <li>• Progress of children’s learning is carefully monitored by the class teacher using the school assessment procedures</li> <li>• Monitoring the progress of intervention programmes</li> <li>• Further monitoring of progress may be completed by either administering the Sandwell numeracy or YARC reading tests</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil</li> <li>• Differentiated/modified curriculum and resources</li> </ul>



**Communication and Interaction Needs:**

e.g.

- Autistic Spectrum Disorders
- Speech, Language and Communication Needs
- Social communication difficulties

- Quality First Teaching
- Adult-led small group work in lessons
- Teaching Assistants have designated time in assigned classroom to support children with SEND
- Visual timetables and use of visual labelling. Use of Now And Next Boards
- Technology used to support learning.
- Areas of low distraction provided both in and outside the classroom
- Support/supervision at unstructured times of the day
  - 1:1 lunch supervisors, key stage two pupils act as buddies in Reception
- Designated member of support staff assigned to pupils for regular check-ins and updates
- Personalised positive behaviour plans
- Strategies/programmes implemented to support speech and language development
- Strategies/programmes implemented to support emotional wellbeing
- Strategies/programmes implemented to support social skills e.g. Lego Therapy
- Use of the graduated approach. (Assess, Plan, Do, Review)
- Work with pupils, parents/carers and staff to develop and review plans based on the need of the pupil
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils
- Differentiated/modified curriculum and resources

**Social, Mental and Emotional health :**

e.g.

- Behavioural needs
  - Social need
  - Mental health needs
- Emotional Health and Wellbeing

- Quality First Teaching
- Our Catholic ethos values the diversity of all pupils. Inclusion is a large part of the vision of our school.
- Use of Zumos Software for daily check ins. Additional personalized support for wellbeing can be offered using this software
- Behaviour management systems based on relationships that encourage pupils to make positive decisions about behavioural choices
- Positive, personalised behaviour plans are created for pupils, when appropriate, in collaboration with parents and the child
- A school well-being team/offer that includes the SENCo, School Nurse, School Counsellor and Family Support Worker
- A 'calm room'
- Access to Outdoor Play and Learning during recreational times
- When required, a key designated member of staff is made available to help pupils manage their feelings and emotions
- The schools behaviour policy identifies where reasonable changes can be made to minimize the need for exclusions
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities
- The school provides effective pastoral care for all pupils
- Support and advice is sought from outside agencies to support pupils, where appropriate
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations
- Children can work with staff on using the Zones of Regulation
- Information and support is available within school for behavioural, emotional and social needs
- Teaching Assistants have designated time in assigned classroom to support children with SEN
- Regular meeting with parents to ensure all the children's and family needs are being met

**Sensory and Physical Needs:**

e.g.

- Hearing/Visual Impairment
- Multi-sensory impairment
- Physical and Medical Needs

- Quality First Teaching
- Support and advice is sought from outside agencies to support pupils
- Technology is used to support and enhance learning
- Additional equipment can be provided to help the pupil access the curriculum
- In class support to access the curriculum and to develop independent learning is available
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical/sensory needs
- Access to Medical Interventions
- Access to programmes and resources to support
- School based Occupational Therapist
- Support from School Nurse
- Support with personal care if and when needed
- Staff access training to ensure they understand the impact of a sensory need upon teaching and learning
- Staff understand and apply the medicine administration policy
- The Special Educational Needs and Disabilities Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils
- Teaching Assistants have designated time in assigned classroom to support SEND