



St. Catherine's
RC Primary School

Special Educational Needs and Disabilities Information for Parents and Carers Report 2022-2023

Be who God wants you to be and so set the world on fire

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SEND Overview



St. Catherine's R.C. Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

The SEND profile for 2022-23 shows that 11.19% of children have been identified as having SEND; this figure has doubled from last year. 2.6% of these children have an Education, Health and Care Plan (EHCP. We are also currently monitoring 7% of children. The SEND figures fluctuate throughout the year according to need.

What kinds of Special Educational Needs does St. Catherine's R.C. Primary School make provision for?

Special educational needs and disabilities fall under four broad areas:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical

Our children with SEND are identified as having needs linked to the following Primary Areas: Where children have more than one area of need the primary needs is recorded below.

Social, Emotional and Mental Health Difficulties: 2.33%

Cognition and Learning: 3.73%

Communication and Interaction: 3.96%

Physical and/or Sensory Needs: 1.39%

What kinds of Special Educational Needs does St. Catherine's R.C. Primary School make provision for?

St. Catherine's R.C. Primary School receives funding directly to the school from the local authority to support the needs of learners with SEND.

The school also receives funding from the local authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school.

Our school purchases an allocation of four sessions each term from an Educational Psychologist and a further four sessions from an Assistant Educational Psychologist. We also employ Teaching Assistants who work alongside children with SEND, both inside and out of the classroom.

How does St. Catherine's R.C. Primary School identify a child's special Educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines Special Educational Needs as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education 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 the same age, or

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 or mainstream post-16 institutions.'

How does St. Catherine's R.C. Primary School assess my child's special Educational needs?

Early identification of children whose needs are additional to and different from their peers is crucial to ensure good progress and attainment. Children are regularly monitored through observations, discussions and assessment.

At St. Catherine's R.C. Primary School, we track children's progress termly and identify children who are not making expected or better progress. Parents, carers and children are then invited to discuss and review the progress made and targets will be set. Provision for special educational needs or disabilities is additional to the quality-first teaching, differentiation and a broad curriculum where all can succeed.

At St. Catherine's, we recognise that the teacher in the classroom will make the biggest difference to children with additional educational needs, and that teachers can be well supported by additional interventions and programmes in groups or as individuals led by teaching assistants and other adults.

What is a graduated approach ?

When a child is not making expected progress, a graduated approach will be used.

All children have access to quality-first teaching with appropriated targeted work.

Additional adult support will complement the work of the teacher.
This may include small group work.

Further assessments may be carried out by the SENDCo and external agencies, working with the class teacher and parents

After this, personalised provision may be provided through interventions, adaptive resources and personalised timetables.

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What is a graduated approach ?

This will be reviewed on a regular basis. This may be one to one support or small group work.

Each child who has an intervention or support in addition to the class will have an SEND profile. This will have areas of strength, termly targets and interventions. The children and parents will be involved with this process.

These targets will follow the cycle of Assess, Plan, Do, Review.

How does St. Catherine's R.C. Primary School evaluate the effectiveness of provision for pupils with special educational needs?

Children identified as benefitting from additional support or interventions are monitored against the targets set and their progress is analysed termly against national expectations.

How does St. Catherine's R.C. Primary School assess and review the progress of pupils with special educational needs?

Pre- and post-intervention checks are carried out to ensure the impact is effective. The 'Assess, Plan, Do, Review' model feeds into the provision plan for the next cycle to ensure we are providing the children with support that has an impact on their learning and helps to narrow the gap.

What is St. Catherine's R.C. Primary School's approach to teaching pupils with special educational needs?

We ensure that all children, including those with special educational needs, receive quality-first teaching and are part of our inclusive education offer. The curriculum and teaching sequences are adapted to meet the needs of the individual.

Targets on the child's Pupil Profile are reviewed termly and new targets are developed. Children and parents are involved in this review through specific meetings or through discussion. Children that have an Education, Health and Care Plan [EHCP] will also have an annual review to discuss their progress and ensure the objectives in the plan are appropriate.

How does St. Catherine's R.C. Primary School adapt the curriculum and learning environment for pupils with special educational needs?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify and adapt the learning environment to meet the needs of the child. The teachers will use various strategies to adapt access to the curriculum. This might include: visual timetables; writing frames; positive behaviour reward systems; targeted interventions individually or in small groups; access to ICT to support learning.

For children who do not make expected progress after school-based interventions, the school will liaise with parents and outside agencies to involve support from other professionals, such as Speech and Language Therapists, Community Paediatricians, Educational Psychologists, CAHMS, School Nurse and specialist teachers.

St. Catherine's R.C. Primary School provides various interventions and support to meet the needs of the whole class, including children with and without special educational needs. Children who have a higher level of need will also have access to support from outside agencies.

What additional support is available for pupils with special educational needs?

School based support may consists of;

Fisher Family Trust – a reading and spelling program

Nessy – supporting children who may have dyslexia

Phonics groups

Additional 1;1 reading

Guided reading

Bespoke maths interventions

Pre-teaching

Speaking and Listening individual and group support – Wellcomm/Elkan

Lego Therapy

Forest School

Nurture Plans

Pastoral support

Resilience group

Motor Skills United

How does St. Catherine's R.C. Primary School enable pupils with special educational needs to engage in the activities for school?

St. Catherine's is a fully inclusive school and children will be educated alongside their peers wherever this is appropriate. Planning is highly differentiated and learning is scaffolded so tasks are suitable for a range of learners. Teaching assistants also support children in class.

What support is available for improving the emotional, mental and social development of children with special educational needs?

We recognise that pupils with SEND may well have emotional and social development needs that require support in school. The emotional health and well-being of all our pupils is very important to us.

We have a robust safeguarding policy in place, following national guidelines.

The Headteacher, Deputy Headteacher, Assistant Headteacher, Phase Leaders and all staff continually monitor the emotional health and well-being of all our children.

We employ a Pastoral Support and Family Liaison Leader to support children and their families.

We are an anti-bullying school and a Rights Respecting school.

We have two sensory rooms available for use by any child.

Who are the best people to talk to in this school about my child's difficulties with learning, Special Educational Needs or disability?

Class teacher – responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Special Education Needs/Disabilities Coordinator know as necessary;

Developing pupil progress targets/ individual pupil profiles and sharing and reviewing these with parents at least once every term and planning for the next term.

Email with FAO and the name of your child's teacher in the subject line and send to admin@st-catherines.manchester.sch.uk

Phone: 0161 445 6359

Who are the best people to talk to in this school about my child's difficulties with learning, Special Educational Needs or disability?

The SENDCo – Miss Katy Rosario (senco@st-catherines.manchester.sch.uk)

Responsible for:

Developing and reviewing the school's SEND policy;

Coordinating all the support for children with special educational needs or disabilities (SEND);

Ensuring that you are involved in your child's learning and updated about their progress;

Liaising with all the other people who may be coming in to school to help support your child's learning.

Updating the school's SEND register and making sure that records of your child's progress and needs are kept;

Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

Who are the best people to talk to in this school about my child's difficulties with learning, Special Educational Needs or disability?

The Headteacher – Miss Quiligotti: head@st-catherines.manchester.sch.uk

Responsible for:

The day to day management of all aspects of the school, including the support for children with SEND;

The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met;

The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The Inclusion Link Governor – Mrs Chidgey: admin@st-catherines.manchester.sch.uk

Responsible for:

Making sure that the necessary support is given for any child who attends the school, who has special educational needs and/or disabilities.

What training is provided for staff supporting children and young people with SEND?

All of our teachers are qualified and have undertaken further professional development. Regular training is provided to meet the needs of our children.

Our teaching assistants also have a range of expertise including programmes such as: Fischer Family Trust intervention [FFT], Nessy, behaviour support.

This is not an exclusive list and ongoing professional development is key to ensuring all staff remain updated and skilled.

How is St. Catherine's R.C. Primary school accessible to children with SEND?

The building is accessible: ramps are situated at all main entrances

The school has easy access and double doors.

There are 3 accessible toilets in school; one in the main entrance, one in Early Years and one in Key Stage 2. This toilet also has a changing facility.

We ensure, wherever possible, that the equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with special educational needs and/or disabilities.

Extra-curricular activities are accessible for children with special educational needs and/or disabilities.

What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child?

Parents are actively encouraged to be partners in their child's education through: informal discussions with the class teacher, SENDCO, telephone contact, home/school diaries, target setting discussions, progress reviews and yearly written reports.

Parents of children with SEND are involved in termly meetings or discussions with the class teacher to contribute to their child's SEND Profile.

What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

All children, regardless of SEND, are aware of their next steps in learning. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing additional support. Pupil voice is used to gain an understanding of children's opinions and feelings.

What do I do if I have a concern about the school's provision?

In the first instance, we encourage you to contact your child's class teacher.

If you still have concerns, please contact the SENDCo or Headteacher.

In the unlikely event that your concern is not resolved, please contact our SEND/Inclusion Governor or Chair of Governors.

What specialist services and expertise are available at, or accessed by, the school?

We work closely with the following agencies to support your child's needs.

All therapy services including:

Physiotherapy

Occupational Therapy

Speech and Language Therapy

Educational Psychology

Hearing impairment

Visual impairment

CAMHS

Community Paediatricians

School Nurse

How do you prepare my child for joining your school or transferring to another school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. On joining St. Catherine's RC Primary School, children will have the opportunity to visit prior to starting and will receive an induction pack with information about the school. We will also contact their previous school to ensure we have all of the relevant information. When the time comes for your child to move on, we will liaise with the next school and organise transition visits.

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible.



The contact details of support services for the parents of pupils with special educational needs, including arrangements made in accordance with Section 32.

SEND Team: sen@manchester.gov.uk 0161 245 7439

Speech and Language: 0161 445 1555

School Nurse: Contact school directly

CAMHS, Carol Kendrick Centre: 0161 902 3400

Educational Psychologist, One Education: 0161 2760160

Where can I get further information about the services for my child?



The information in this report forms part of Manchester's local offer which can be accessed at:

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

Other Useful Links:

IAS:

Helpline 0161 209 8356

Mon - Fri 10am - 3pm

Email: parents@manchester.gov.uk

Pastoral Lead:

Contact school directly



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