



**St. Catherine's R.C. Primary School  
Special Educational Needs and Disabilities**

**Information for Parents and Carers Report 2019-2020: Reviewed September 2019**

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<p><b>1. Overview</b></p>	<p>Our SEN profile for 2019-20 shows that we have 7.6(%) children identified as having SEND 4.8 (%) Boys and 2.7 (%) Girls. Nationally State Funded Primary Schools Average is 13.5% putting us below.</p> <p>6.2% are classed as SEND Support (National 12.1%) and 0.9% have an EHCP (National 2.9%), 2 (0.5%) children in receipt of Top Up Funding .</p> <p>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.</p> <ul style="list-style-type: none"><li>❖ Our SEND Notional Budget for 2019/20 is £83,555.01 (Proposed), High Needs Top Up Funding £38,447(proposed)</li></ul> <p>School purchases an allocation 4 sessions each term from an Educational Psychologist. We also employ Teaching Assistants who work alongside children with SEND both inside and out of the classroom.</p>
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<p><b>2.</b>  <b>What kinds of special educational needs does St Catherine's R.C. Primary School make provision for?</b></p>	<p>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. Special educational needs and disabilities fall under four broad areas:</p> <ul style="list-style-type: none"> <li>❖ Communication and interaction</li> <li>❖ Cognition and learning</li> <li>❖ Social, emotional and mental health</li> <li>❖ Sensory and/or physical</li> </ul> <p>Our children with SEND are identified as having needs linked to the following Primary Areas:  Social, Emotional and Mental Health: 8 (1.85%)  Cognition and Learning: 10 (2.3 %)  Communication and Interaction: 11 (2.5 %)  Sensory and Physical: 4 (0.9 %)</p>
<p><b>3.</b>  <b>How does St Catherine's R.C. Primary School identify and assess my child's special Educational needs?</b></p>	<p>At different times in their school life, a child or young person may have a special educational needs. 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: a) has a significantly greater difficulty in learning than the majority of others the same age, or b) 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.”</p> <p>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 pupils are then invited to discuss and review the progress made and targets will be set. Special educational needs or disabilities provision is provided in addition 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.</p>
<p><b>4.</b>  <b>a) How does St Catherine's R.C. Primary School</b></p>	<p>Children identified as benefitting from additional support or interventions are monitored against the targets set and their progress is analysed termly against national expectations.</p>

<p><b>evaluate the effectiveness of provision for pupils with special educational needs?</b></p>	
<p><b>b) How does St Catherine's R.C. Primary School assess and review the progress of pupils with special educational needs?</b></p>	<p>Pre and post intervention checks are carried out to ensure the impact is effective. We follow the 'Assess, Plan, Do, Review' model three times a year. The review then 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.</p>
<p><b>c) What is St Catherine's R.C. Primary School's approach to teaching pupils with special educational needs?</b></p>	<p>Parents and pupils are invited to a termly progress meeting to review their child's targets on their Pupil Profile. In these meetings targets that have been set are reviewed and new targets are developed. Children that have an education, health and care plan [EHC plan] will also have an annual review to discuss their progress and ensure the objectives in the plan are appropriate.</p>
<p><b>d) How does St Catherine's R.C. Primary School adapt</b></p>	<p>The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/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,</p>

<p><b>the curriculum and learning environment for pupils with special educational needs?</b></p>	<p>positive behaviour reward systems, targeted interventions individually or in small groups, access to ICT to support learning.</p>
<p><b>e) What additional support is available for pupils with special educational needs?</b></p>	<p>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, Autism Team and specialist teachers. St Catherine's R.C. Primary School provides various interventions/support to meet the needs of the Class, together with children who do not have special educational needs?</p> <p>Children who have a higher level of need will also have access to support from outside agencies.</p>
<p><b>f) How does St Catherine's R.C. Primary School enable pupils with special educational needs to engage in the activities for school</b></p>	<p>St Catherine's is a fully inclusive school and children will be educated alongside their peers wherever this is appropriate. Planning is highly differentiated so tasks are suitable for a range of learners. Teaching assistants also support children in class.</p>

**g) 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 and all staff continually monitor the emotional health and well-being of all our pupils.
- ❖ We employ a Caritas Social worker to support children and their families
- ❖ We are an anti-bullying school.
- ❖ We have a lunchtime nurture group for pupils who require extra support
- ❖ All staff receive 'Attachment Awareness' training.

**5. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

The 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](mailto:admin@st-catherines.manchester.sch.uk)  
Phone: 0161 445 6359

The SENDCo: Mrs Jane Hopkins - [senco@st-catherines.manchester.sch.uk](mailto: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.

	<p>The Headteacher: Miss Chwastek - head@st-catherines.manchester.sch.uk Responsible for:</p> <ul style="list-style-type: none"> <li>❖ The day to day management of all aspects of the school, this includes the support for children with SEND;</li> <li>❖ The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child’s needs are met;</li> <li>❖ The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.</li> </ul> <p>The SEND Governor: Mrs Bromley - admin@st-catherines.manchester.sch.uk mark FAO Mrs Maria Bromley, governor Responsible for:</p> <ul style="list-style-type: none"> <li>❖ Making sure that the necessary support is given for any child who attends the school, who has special educational needs and/or disabilities.</li> </ul>
<p><b>6. What training is provided for staff supporting children and young people with SEND?</b></p>	<p>All of our teachers are qualified and have undertaken further professional development. Our teaching assistants also have a range of expertise including programmes such as: Fischer Family Trust intervention [FFT], dyslexia support, behaviour support. This is not an exclusive list and ongoing professional development is key to ensuring all staff remain updated and skilled.</p>
<p><b>7. How is St Catherine’s R.C. Primary school accessible to children with SEND?</b></p>	<p>The building is accessible: ramps are situated at all main entrances</p> <ul style="list-style-type: none"> <li>❖ The school has easy access and double doors</li> <li>❖ There is a disabled toilet and changing facility.</li> <li>❖ We ensure, wherever possible, that the equipment used is accessible to all children regardless of their needs.</li> <li>❖ After school provision is accessible to all children including those with special educational needs and/or disabilities.</li> <li>❖ Extra-curricular activities are accessible for children with special educational needs and/or disabilities.</li> </ul>

<p><b>8. What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child?</b></p>	<p>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, individual education plan discussions, progress reviews and yearly written reports. Parents of children with SEND are offered termly meetings (1 per term) to consult with class teacher regarding and contribute to their child's SEND Profile.</p>
<p><b>9. What are the arrangements for consulting young people with special educational needs about, and involving them in their education?</b></p>	<p>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.</p>
<p><b>10. What do I do if I have a concern about the school's provision?</b></p>	<p>In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the SENDCO or headteacher. In the unlikely event that your concern is not resolved then please contact our SEND Governor or Chair of Governors.</p>
<p><b>11. What specialist</b></p>	<p>We work closely with the following to support your child's needs: All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. Specialist services including Hearing impairment,</p>

<p>services and expertise are available at or accessed by the school?</p>	<p>Visual impairment, CAMHS, Community Paediatricians, Autism Team, School Nurse and the Educational Psychology services.</p>
<p>12. The contact details of support services for the parents of pupils with special educational needs, including arrangements made in accordance with section 32.</p>	<p>SEND Team - <a href="mailto:sen@manchester.gov.uk">sen@manchester.gov.uk</a> 0161 2457439  Speech and Language - 0161 2481260  School Nurse - <a href="mailto:rachel.padula@mft.nhs.uk">rachel.padula@mft.nhs.uk</a> 07967432077  CAMHS, Carol Kendrick Centre - 0161 902 3402  Educational Psychologist, One Education - 08449676810</p>
<p>13. How do you prepare my child for joining your school or transferring to another school?</p>	<p>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.</p>
<p>14. Where can I get further information</p>	<p>The information in this report forms part of Manchester's local offer which can be accessed at:  <a href="https://www.manchester.gov.uk/schoolhub/info/7/special_educational_needs_and_disability/13/special_educational_needs_and_disabilities_send_local_offer">https://www.manchester.gov.uk/schoolhub/info/7/special_educational_needs_and_disability/13/special_educational_needs_and_disabilities_send_local_offer</a></p>



<b>about the services for my child?</b>	Other Useful Links IAS: Helpline 0161 209 8356 Mon - Fri 10am - 3pm Email: <a href="mailto:parents@manchester.gov.uk">parents@manchester.gov.uk</a> Caritas Worker: Contact school directly
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