

## **Annual Governor SEND Report 2023-24 (Retrospective)**

### **Mission Statement**

*We strive to nurture and develop each child through:*

*-A love of God*

*-A love of one another*

*-A love of life itself*

The school mission statement underpins all learning and teaching in the school. All children are offered the opportunity to develop fully, irrespective of ethnicity, faith or social background, or gender.

This SEND Report retrospectively outlines information regarding ways in which we provide support for all our students and is reviewed annually. The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN Information Report.

### **SEND Academic Year 2023-2024**

At the start of the year, 11.24% of the school were identified by the school as SEND Support Register. 9.32% of the school were on the SEND Concern Register. These children are on the register due to emotional, learning, communicative, behavioural or medical needs. 56% of the SEND Support register were male and 42% had English as an Additional Language. The main area of need in the school (54%) is supporting pupils with Communication and Interaction difficulties.

Over the course of the academic year, eight children received HLN funding and one child was assessed for an EHCP (Education, Health Care Plan).

Eight children had an EHCP (2.42%) by the end of the academic year. We supported with the transition of 6 SEND pupils over the course of the year including the transition of two pupils with an EHC to both mainstream and specialist secondary provision.

National figures show that average percentages of numbers of children with SEND Support at 12%. National numbers of those with EHCP are 3.3%.

In St. Norbert's Catholic Voluntary Academy the average percentage of children with SEND Support is 11% which is broadly in line with the national average of 12.9%. Those with an EHCP (3.8%) is slightly above the national average.

### **Key SEND Personnel**

-SENDCo – Mrs Jenna Withers

-SEND Governor – Mrs Margaret Derewonko

-Nurture Team (Dedicated SEND Teaching Assistants)

Miss Kody Carroll 8:45-3:15

Mrs Sarah Barnes 8:45-3:00

Mr Steven Withers 8:45-3:15

Mrs Maria Nespoli 8:45-3:15

Miss Stacey Lattimer 8:45-3:15

The nurture team is on a timetable that is reviewed termly and altered in the interests of pupil and staff well-being to prevent attachment that can impede progress and to provide opportunities to share workload of cases which are significantly more emotionally and physically demanding upon staff.

### **Deployment of Staff and Resources**

The Learning Mentor is based in the Nurture Room in the afternoons, school counselling, art. Lego therapy and other support is available weekly, and the SENDCo refers children to the learning mentor, in conjunction with the Head Teacher and class teachers via the referral in the Emotional and Well-Being Policy. The SENDCo is the Headteacher and therefore dedicated SEND time is built into working week flexible based on needs analysis.

A recent report titled "It's About Time" (<https://bit.ly/2RkO9Mt>) which investigates the workload and mental wellbeing of the SENDCo in schools today, highlighted that the following good practice is already in place:

- 1 days per week dedicated SEND time (The HT organises this at her discretion and be split across days)
- Admin support available for SEND
- SENDCo works as a member of the school SLT
- Teaching staff and SLT understand the importance of the SENDCo role
- Understanding and supportive Head and Deputy Head Teacher
- Experienced and supportive SEND Governor

There are no suggested actions to be implemented from the report as provision is already in line with suggestions.

### **SEND Intervention Programmes carried out this year**

Gross/Fine Motor skills groups  
Letter formation and handwriting sessions  
Sensory circuits  
Scaffolds for reading/writing – Colourful Semantics  
Activity programme during unstructured times  
Drawing and Talking Therapy  
Gardening Club/Community Club to build confidence and social skills  
Improving concentration, working memory and speed of processing  
Touch Typing/Screen shot-pinch and zoom/Mirror  
SALT Intervention  
Nurture support-Regulation in Nurture Room or Galaxy Room  
Counselling  
Little Wandle SEND Programme and Catch Up Phonics  
Maths on the Move  
Hit the Button  
Comprehension and Fluency  
Daily Number  
Lego Therapy  
SEMH Games-various  
Welcomm  
Reciprocal Reading  
Pre-Teach Vocabulary  
First Move  
Treasure House

### **Identification and Assessment of SEND**

Pupils identified as having Special Educational Needs and Disability at St. Norbert's Academy have full access to a broad and balanced curriculum and all aspects of school life.

There is a whole school approach to SEND policy and practice. All those involved with the pupil, including: parents, teachers and other agencies are responsible for identifying students with Special Educational Needs and Disabilities and, in collaboration with the

Special Educational Needs Coordinator, will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Parents' early observations and knowledge of their child are crucial in early identification. The school ensures effective parent and pupil participation in identifying pupils with SEND. Parents have full participation in the process and their opinions and concerns are sought to gain a good understanding of pupil needs.

### **Identification of SEND at St. Norbert's Catholic Academy**

The school has a clear approach to identifying and responding to SEND. Quality First Teaching is essential in removing barriers to learning.

The school's graduated response procedure is outlined below:

- ☐ Concerns about progress and needs of pupils are raised by the parent, class teacher, SENDCo or SLT.
  - ☐ These pupils are identified using SEND Concern form after discussion with the SENDCo and Assessment Coordinator and are monitored closely.
  - ☐ The class teacher takes steps to provide differentiated/scaffolded learning opportunities that enable the pupil to access the learning, aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be provided.
  - ☐ Pupils who fall significantly outside of the range of expected academic achievement in line with predicted performance indicators are identified as target children and their progress monitored.
  - ☐ The pupil is then formally recorded on the SEND Concern register as being under observation due to concern by parent or teacher. This may not necessarily place them on the SEND Support register.
  - ☐ Once a student has been identified as SEND Concern, they are closely monitored by the class teacher in order to gauge their level of learning and possible difficulties.
  - ☐ The SENDCO is consulted if needed for support and advice and may wish to observe the student in class along with other outside agencies.
  - ☐ At this stage it can be determined which level of provision the student will need going forward.
  - ☐ If a student has recently been removed from the SEND Support register they may also fall into this category and continued monitoring will be necessary.
  - ☐ Parents are included fully at every stage. If concerns are raised by teachers, parents will be informed and information will be gathered and shared.
  - ☐ Termly assessment meetings with the SLT and SENDCO monitor and assess the attainment and progress being made by the students being monitored. These meetings can occur more frequently with the SENDCo depending on the individual student's needs and progress being made.
- (See referral pathways)

### **SEND Support Exit Criteria**

In order for children to meet the exit criteria with the school, they are required to have met a level of progress expected in line with previous assessments. Children will only be removed from the SEND Concern register following discussion between parents, class teachers and the SENDCo.

In the academic year 2022-23, one child was removed from the SEND Register. If children are removed from the register they continue to be closely monitored by the SENDCo and Assessment Coordinator. If required, children's access to SEND support will be reintroduced in line with the SEND policy.

## **Types SEND Provision at St.Norbert's Catholic Academy**

### **SEND Support**

Where it is determined that a student does have SEND, parents will be formally informed of this by letter or communicated verbally via class teacher. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four – part process:

- ☐ Assess
- ☐ Plan
- ☐ Do
- ☐ Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Teachers provide a range of support for the identified children. These are detailed on Star Target Review Sheets and Intervention Letters to families and updated on a termly basis. Children's progress is monitored on a termly basis by the SENDCo, Assessment Coordinator and children's class teachers.

### **External Agency Support**

The following agencies and individuals have supported SEND pupils at St.Norbert's Catholic Academy throughout the 2023-2024 academic year:

Autism Team  
Behaviour Outreach Support Service  
Diabetes Team  
Speech and Language  
School Nurse  
Occupational Therapy  
Community Paediatricians  
Health Visitors  
School Counsellor  
In-house SALT

External agency support is reviewed at the end of each academic year

### **Access - Aims and Objectives**

The school aims to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2014). As such, our aims are:

- ☐ To ensure that all children have access to a broad and balanced curriculum
- ☐ To provide a differentiated curriculum appropriate to the individual's needs and ability
- ☐ To ensure the identification of all children requiring Special Educational Needs and Disability provision as early as possible in their school life
- ☐ To ensure that children with Special Educational Needs and/or disabilities (SEND) take as full a part as possible in all school activities.
- ☐ To ensure that parents of children with SEND are kept fully informed of their child's progress and attainment
- ☐ To ensure that children with SEND are involved, where practicable, in decisions affecting their future Special Educational Needs provision

Many children will have special needs at some time during their school life. In implementing this policy, pupils will be helped to overcome their difficulties.

The policy takes into account procedures used within the School which are in line with other school policies including: The Teaching and Learning Policy, Behaviour Policy, Equal Opportunities Policy, Safeguarding Policy and others.

The school is committed to helping students achieve their potential whatever their level of need.

### **The SIP**

The School Improvement Plan ensures that provision for Special Educational Needs and Disabilities within the School is refined and evaluated regularly and new ideas are implemented to help each individual student.

This academic year, in line with staff training needs, all staff have received additional training on the tiered system of mental health support for pupils utilising our Emotional Well-Being Policy.

12 staff have been trained in Managing Challenging Behaviour attending a Boss Twilight session.

The SENDCO is now a Senior Mental Health Lead

The SENDCO and Assessment Coordinator have continued to work to refine and improve the assessment tracking system for children with SEND for the areas of Reading, Writing and Maths following amendments from the OLoL Trust regarding pupil assessment.

All children on the SEND Support register have Smart -personalised, aspirational progress targets. These are reviewed with the SENDCO on a termly basis to ensure progress and the effective use of Star Targets and intervention.

### **Targets and Outcomes for Children with SEND**

#### **End of Key Stage 1**

30 children in the cohort

1 SEND Support = 3.3%

The number of SEND children achieving age related expectations.

Reading School 0% National 30%

Writing School 0% National 20%

Maths School 0% National 33%

#### **End of Key Stage 2**

28 children in the cohort

6 SEND Support = 20%

2 pupils SEND working below level of test and did not sit.

The number of SEND children achieving age related expectations.

Reading School 33.3% National 37%

Writing School 16.6% National 26%

Maths School 50% National 34%

SPAG School 33.3%

As part of the SIP, throughout the 2023-2024 academic year, we endeavoured to narrow the progress gap towards end of year targets in areas of Reading, Writing and Maths for those with SEND.

All children have made progress in Reading, Writing and Maths. Where progress towards targets is not apparent, smaller SMART targets are used to track children.

### **Monitoring of Provision**

For pupils who are on the SEND Support list, individual Star Target Scrapbooks or files are created and Intervention Trackers which provide details of progress against star targets, when it occurs and who is responsible for it.

Case studies are also developed annually for some children with HLN funding.

Individual SEND Reviews are shared with pupils, parents, TA's, SENDCo and any other professionals involved in working with the child.

The monitoring and evaluation of the effectiveness of the school's provision for pupils with SEND is carried out in the following ways:

- ☐ Classroom observation by the SLT and SENDCo
- ☐ Ongoing assessment of progress made by intervention groups
- ☐ Work sampling on a termly basis by the SLT and analysis of Class completed 'How inclusive is our Classroom Checklist?' Audit
- ☐ Termly reviews of SEND progress data using Intervention Impact Trackers
- ☐ Informal feedback from all staff and more formally via completion of weekly 'How effective has our support been' sheet completed.
- ☐ Planning monitoring-MTPS Scaffold section
- ☐ Pupil interviews when setting new targets or reviewing existing targets
- ☐ Pupil progress tracking using assessment data (whole-school processes)
- ☐ Monitoring Individual Star targets, evaluating the impact of these on pupils' progress.
- ☐ Regular review of the SEND Action Plan
- ☐ Attendance records and liaison with EWO
- ☐ SEND Information Report
- ☐ SEND report to Parents from Governors
- ☐ Termly SEND Teacher-Meetings

### **Monitoring of SEND's Children's Progress**

Children's progress is monitored using Star Targets, Lincolnshire Valuing SEND Toolkit review meetings and the data compiled on both the school pupil tracking system. When appropriate, the progress of SEND Support children working significantly below the expected standards is measured using PIVATs and the Engagement Model where pupils are working below the pre-key stage standards and are on a personalised curriculum.

### **Role of the SENDCo**

The school's SENDCO is a qualified teacher, DSL and has the National Award in Special Educational Needs and Disability Co-ordination qualification. She is an SLE (Specialist Leader of Education) in English, Phonics and Mentoring and an LLE (Local Leader of Education) and is also a Senior Mental Health Lead and First Aider.

The SENDCo also works within the wider OLoL Trusts sitting on the SEND Steering Group and attending all Networks.

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The school's SENDCO is aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCO include:

- ☐ Overseeing the day-to-day operation of the school's SEND policy
  - ☐ Co-ordinating provision for children with SEND
  - ☐ Liaising with the relevant teacher and the LAC Lead Mrs S Hibbert where a looked after pupil has SEND
  - ☐ Advising on the graduated approach to providing SEND support
  - ☐ Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
  - ☐ Liaising with parents of pupils with SEND
  - ☐ Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
  - ☐ Being a key point of contact with external agencies, especially the local authority and its support services
  - ☐ Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
  - ☐ Working with the SLT and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
  - ☐ Ensuring that the school keeps the records of all pupils with SEND up to date
- Training in SEND

The school ensures that all staff are kept up to date with relevant training and developments in teaching practice and medical procedures in relation to the needs of students with SEND.

The SENDCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training.

The school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, ECT's, parents and Midday supervisors.

The SENDCo attends relevant SEND courses, leads SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENDCO, with the leadership team, ensures that training opportunities are matched to school development priorities.

### **Additional 2023-2024 Training & Outside Agency Support**

Brook Traffic Light Toolkit 3<sup>rd</sup> (2023) Jan – JW, SH, CB, CS,  
Paediatric First Aid- 05.09.23 IW CB SD TW KB KC SBA MN SL SW TQ CP  
Little Wandle SEND CPD Modules September 2023 JW SW SL KC MN SBA  
SEND Steering Group JW 19.09.2023 11.01.2024 24.04.2024  
Adult Mental Health First Aider 10/11.10.23 SH  
Team Teach 30.10.2023 JW SH SM KF DH KC MN SL SB SW KB TW  
SEND Network Meeting 08.11.2023 22.02.2024  
Understanding Protected Characteristics 16.11.2023 JW  
Learn SEND Maths Hub 18.01.2024 KF 06.03.2024 16.04.2024 20.06.2024

### **SEND Budget**

2019-2020 £35,066.59  
2020-2021 £46,159.40  
2021-2022 £44,761.26  
2022-2023 £34,178.02

2023-2024 £75,250.79

The SEND Funding detailed above is the annual amount receive to support the provision of all SEND children across the school from LCC (HNF)

This year school made one application for EHCP's. This was accepted and finalised before close of year.

### **Budget Breakdown**

The SEND Budget is used to provide staff training, resources and subsidise teaching/care assistant support for all SEND children across the school. Those receiving HLN funding receive TA/Care Assistant/CT support in line with HLN allowance.

### **Reviewing the SEND Policy**

In order to ensure SEND children have access to suitable provision and make progress, the school encourages feedback from staff, parents and students throughout the year. Pupil, staff and parent voice is used as part of the quality assurance process.

The SENDCO reports regularly to the Governing Body regarding the policy. Student progress will provide evidence for the success of the Special Educational Needs and Disability policy and this will be analysed carefully through:

- ☐ Consideration of each student's success in meeting individual targets.
- ☐ Use of standardised tests.
- ☐ Evidence generated from review meetings and teacher observations

Provision mapping will be used to monitor, review and evaluate interventions used to support students. Information from provision management will be used to identify how effective provision is in enabling students to achieve academic and wider outcomes.

The policy is reviewed annually by the SENDCo in order to adapt to the changing needs of children and staff. It is then ratified by the school governors.

### **Attendance for children with SEND**

All of the pupils identified on our SEND Support register have attendance rates closely monitored by class teachers, the school SENDCo and Attendance Officer.

Those pupils who have an attendance rate below 95% are supported by the Attendance Officer and school. Persistent absentees have support from the Education Welfare Officer and other agencies as required.

### **General SEND Information**

SEND handover information was passed to all new class teachers in readiness for September 2023.

Our school website SEND page demonstrates our Graduate Response to SEND. This can be accessed via <https://www.st-norberts.lincs.sch.uk/information/send/>

In support of our commitment to developing children's mental health and wellbeing, we also have a Graduated Approach and Resilience Pathway to meeting needs in this area. This can also be found with our Emotional Wellbeing Policy.

### **Action for Next Year:**

As a school we continually seek ways to improve our inclusion and SEND provision. Next year we aim to:

- ☐ To continue to refine the process of assessment and tracking for those with SEND (use of Engagement Model new OLoL Academy Trust tracking system)
- ☐ To ensure staff have access to high quality CPD to support their teaching of children

with SEND/SEMH, particularly those with Autism and those exhibiting challenging behaviour. (Including completion of L3 SEND Apprenticeship of x2 1:1 TA's)

☐ Narrow the progress gap towards end of year targets in areas of Reading, Writing and Maths for those with SEND with effective adaptations

**Reviewed:** Sept 2024

**Review Date:** September 2025