

Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.



SEND Annual Report to Families 2024-2025

The school is highly ambitious for pupils with special educational needs and/or disabilities (SEND). Their needs are identified quickly. Staff ensure that these pupils learn the curriculum with increasing fluency and independence. Careful adaptations enable these pupils to learn successfully alongside their peers.

Ofsted May 2025

Mission Statement

We strive to nurture and develop each child through:

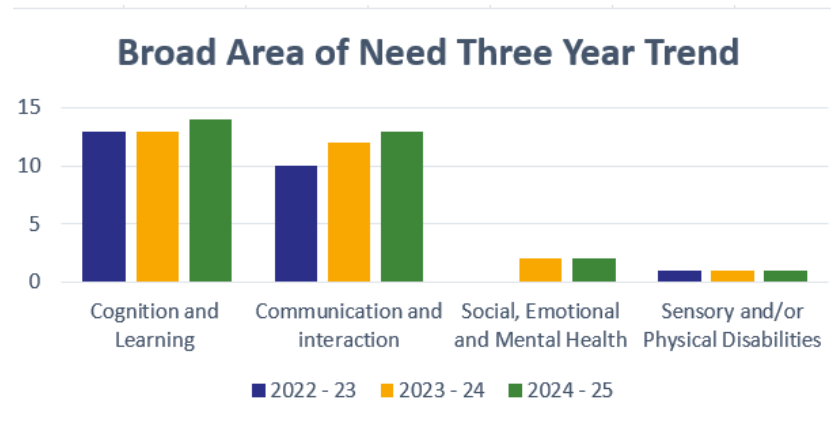
- A love of God
- A love of one another
- A love of life itself

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.

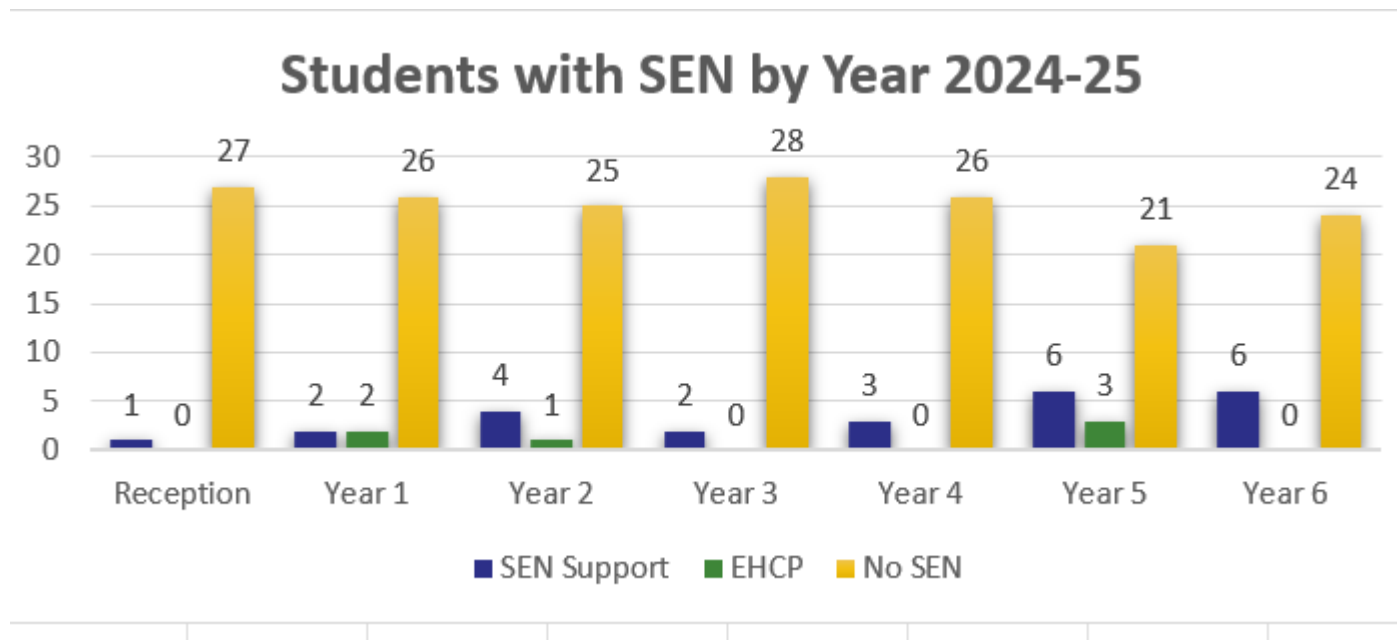
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This SEND Report retrospectively outlines information regarding ways in which we provide support for all our students and is reviewed annually. The information required to be included in the SEND Information Report is stated in the Special Educational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

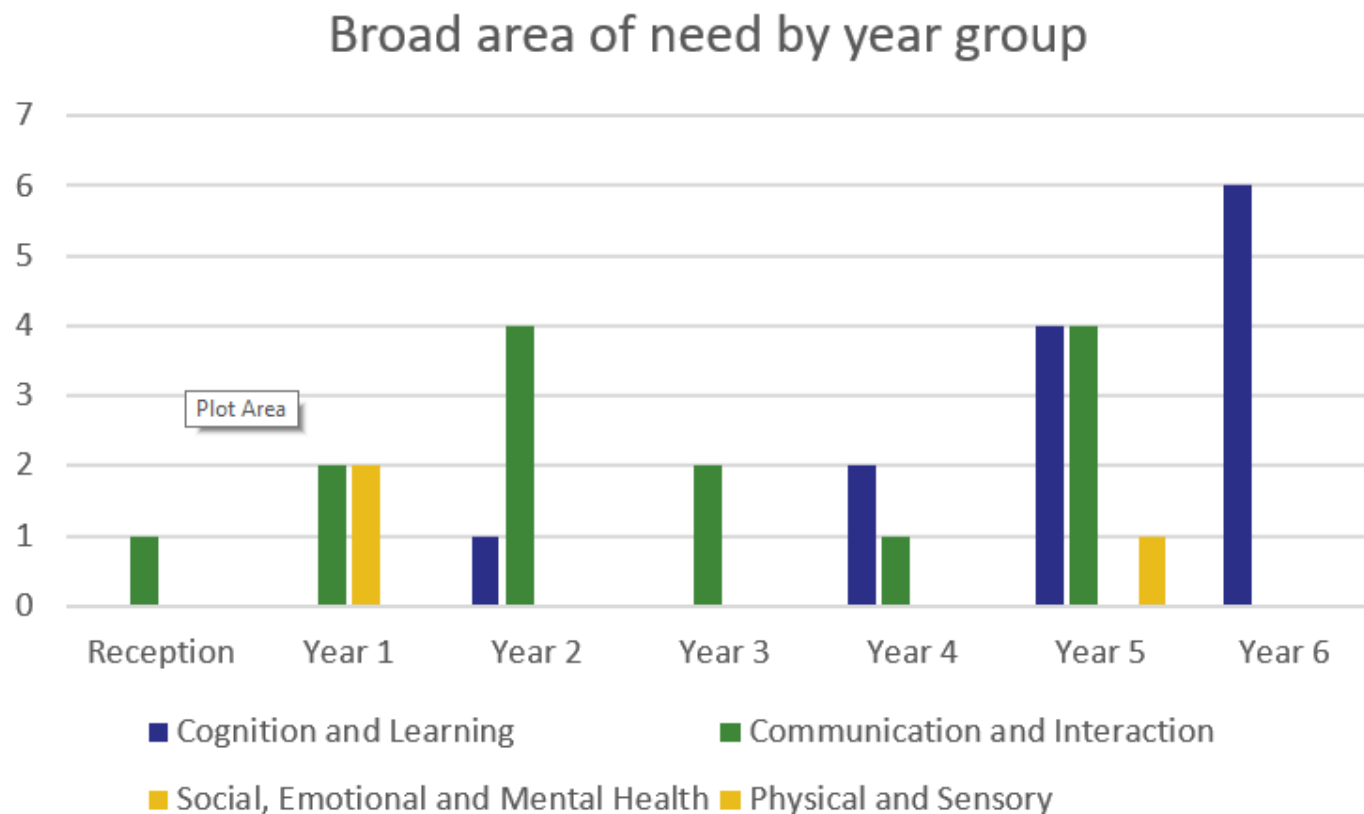
SEND Academic Year 2024-2025



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SEND Registers

This is a list of all the pupils in the school who have special educational needs (SEN) and/or a disability. This is a record for the SENDCo and staff and allows monitoring of the progress of those pupils who need extra support.

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Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra support will be given to these pupils to help them to make progress.

If your child is placed on the SEND Register, they will have specific individual targets set out as part of a Star Target Intervention Plan (STP). This allows for close monitoring of the additional provision a child receives and allows parents/carers to see what support a pupil is receiving, how often and with whom.

Some pupils with significant needs may always be on the SEND Register because they may always need support in some form to ensure they can make the best possible progress both in terms of their academic development but also social and emotional development. Other pupils may only need support for a short amount of time and if they no longer need that support, then they will be removed from the SEND Register in discussion with parents/carers.

SEND Policies

- SEND Policy
- Inclusion & Equal Opportunities Policy
- Equality and Diversity Policy
- Medicines in Schools Policy

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- Accessibility Policy

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.

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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.



Accessibility

Most of our school is accessible for wheelchairs. Corridors are sufficiently wide for anyone in a wheelchair. All walkways on the ground floor and entry through double doors are on one level. We also have a disabled toilet with a red emergency pull cord. There is also a disabled car parking space available. Any parent that is a Disabled Permit holder is able to park on school grounds during any visit/collection time to the school.

We always make reasonable adjustments for pupils and their parents/carers, where we can to ensure our school is as inclusive as possible. We work closely with parents/carers and any outside agencies who give us advice. Over the years we have various support resources and tools such as coloured overlays, therapy equipment and

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moved classrooms to name just a few. We always act on resourcing advice from external agencies and parental suggestions. We are able to provide on-site an electrical medical bed in our first aid room which can support children with a host of medical needs and conditions. The medical room also known as the Galaxy room is a sensory support room; dark blue room with glow in the dark stars and sensory lighting, including resources such as starry weighted blanket. We go to great lengths to ensure that any pupil with a special educational need and/or disability has the necessary adult support or required equipment so that they can take part fully in school life and activities such as school trips and residentials and much more.

<https://www.st-norberts.lincs.sch.uk/information/send/> (Use link to view any policies referenced above)

What happens if I am concerned about my child's progress or my child is identified as having SEND?

Who do I speak to if I have concerns about my child?

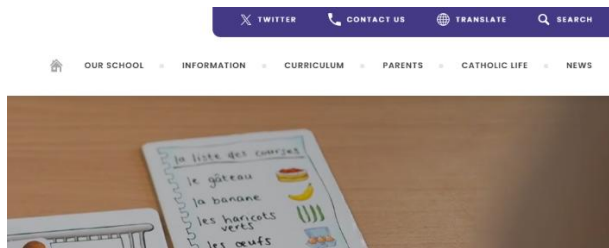
Your first point of contact should always be your child's class teacher. If you are worried about the progress your child is making either academically and/or socially your child's class teacher will listen your concerns. They will try to address the issues

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through class support but may feel they need to seek further advice from the Headteacher who oversees the SENCo role. This does not automatically mean that your child will be placed on the SEND register but if this is felt to be the best course of action you will then meet with the Headteacher/SENCo to discuss your child's needs in more detail and how your child will be supported. This could be through a meeting, phone call, MS TEAMS meeting etc, we work with parents especially to meet in a timely and convenient manner.

Enquiries@st-norberts.lincs.sch.uk

01775 722889



Who is the SENDCo?

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The SENCo at our school is Mrs Jenna Withers. She is responsible for the teaching and learning of most vulnerable groups of pupils (SEND, EAL). Should you wish to meet with Mrs. Withers to discuss any concerns or issues with your child then please ring the school office or speak with a member of our office staff to arrange an appointment.

Mrs Withers role involves:

- Supporting staff with writing STAR targets and identifying appropriate interventions;
- Supporting Staff with use of SEND VALUE toolkit to identify needs and setting readiness;
- Signposting parents/carers to appropriate support when necessary;
- Making referrals to external agencies;

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- Linking with external agencies, gathering advice and making sure that it is put in place;
- Support staff in providing the correct intervention and equipment for pupils;
- Linking with other schools to support transitions
- Making requests for statutory assessment;
- Keeping up to date with relevant guidance and statutory information;
- Attendance at professional development courses;
- Organising and delivery of relevant training for all staff;
- Maintaining and updating records of pupils;
- Meeting with parents to discuss progress against STAR targets/SEND Value Toolkit where necessary.

Mrs Withers will be able to offer advice about how to identify if your pupil has any special educational needs and what support they might need. She can make direct referrals to many outside agencies to make sure that your child's needs are met in school. She can also provide information about who may be able to help with any family needs.

Mrs Withers is a qualified teacher who has held the role of SENCo in a previous setting for 5 years and has been the SENCo for 8 years here at St. Norbert's. She is

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also as Headteacher and leads the Senior Leadership Team within St Norbert's. She has been a qualified teacher for 19 years and has been a Senior Leader for 18 years. She completed the NASENCO Award through Bath Spa University. She is also the Senior Mental Health Lead and Adult and Youth Mental Health First Aider.

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

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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

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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.

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

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

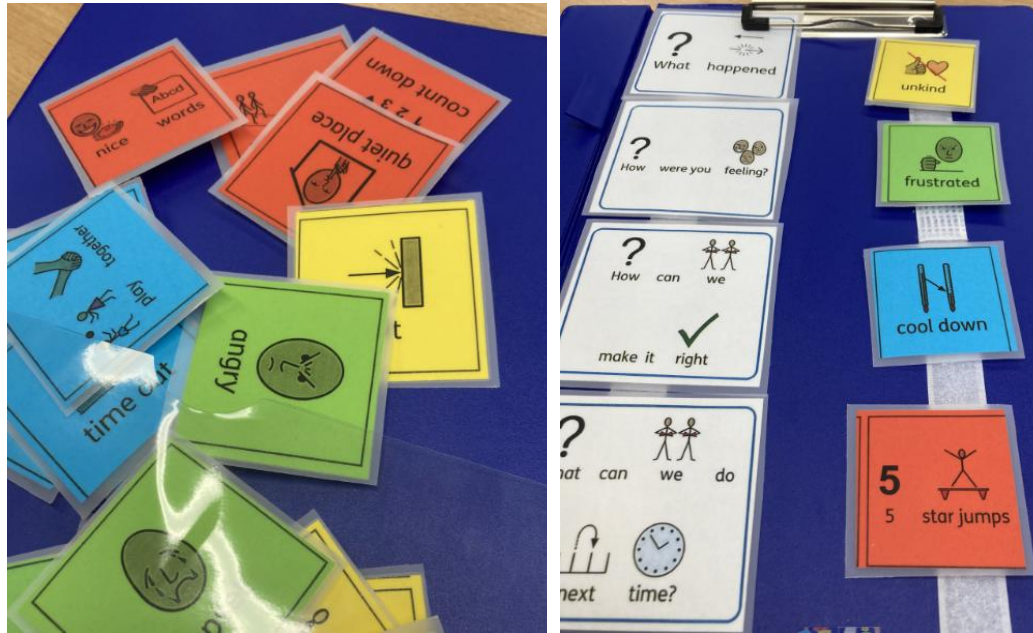
Miss Stacey Lattimer 8:45-3:15

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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.

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Deployment of Staff and Resources

The pastoral leader and Youth Mental Health Mrs Katrina Barratt 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 for wellbeing support, 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.

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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.

If my child has English as an additional language, how long would it be before they would be identified as having SEN?

As a school we allow children time to acquire basic spoken and written English language skills. Where there is evidence that your child is finding it difficult to

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retain the English they are taught, we would discuss with you whether or not there were any concerns in your child's home language. Assessments can still be carried out using STT, Wellcomm Assessment, SALT and we can also use the Educational Psychologist and any other agencies to support our assessments of your child.

Should I tell the school if my child has any difficulties?

It is extremely important that we are made aware of anything that may affect your child's ability to learn and engage with their peers. This may be a medical need, an identified specific learning difficulty such as dyslexia or social and communication difficulties. It would also include information linked to difficult family circumstances such as separated parents, lack of family support network in this country or the death of a close family member as all of these situations can affect your child in school. We can never have too much detail please share as much as you can so we can work hard to offer all possible support.

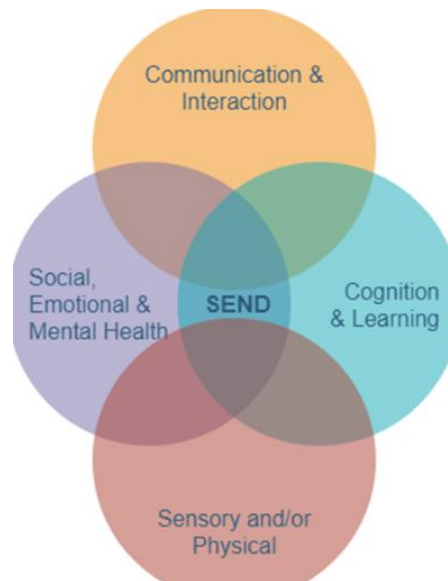
What will happen if the school has concerns about my child's needs?

Concerns might be raised through analysis of data at varying points throughout the year, through Pupil Progress Meetings with the Headteacher, through observations of a child in and out of the classroom and monitoring pupils work.

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The Class Teacher would discuss their concerns with you to gain your views and may then put some additional support in place to identify whether the gap in learning can be narrowed or a barrier to appropriate interaction with peers can be removed. This would be put in place for approximately six weeks and progress against targets reviewed.

If there is still a concern it is likely that the child would be placed on the SEND register with your consent and appropriate support put in place and recorded on an STAR Target Plan. We would work together using the SEND VALUE Toolkit to identify needs and setting readiness.



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What different needs might a child have?

At St Norbert's Academy we constantly strive to ensure we meet the needs of the individual. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Headteacher and Class Teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what our school can provide.

Cognition and Learning (Learning Need)

- Different approaches to learning, e.g. visual aids such as use of pictures, visual timetables; practical approaches including roleplay, sensory learning.
- Differentiated work matched to the child's ability - this may include a simplified and/or scaffolded approach, a different way of recording their understanding or the amount of time given.
- Different/extra resources, e.g. word cards, number squares, vocabulary books, computer programmes, recordable devices (Sound Buttons, postcards etc)
- Special English or Maths programmes, e.g. the Nesy programme, Wordshark, Precision Teaching, Toe by Toe,

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Excellence & Enjoyment, Adventure Series, Springboard, First Class @ Number, Number Shark, SOS Spelling, Visual Literacy Intervention based on film work;

- Additional adult support, group work, individual support both in and out of the classroom.

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call, Colourful Semantics;
- Vocabulary development programmes including Racing to English and Tower Hamlets Induction Package; □ Communication and language games aimed at developing understanding or increasing vocabulary; □ Social skills games;
- Use of Makaton - an early sign language tool
- Use of Widgit
- Visual Literacy resources aimed at developing talk for writing;
- Advice and Guidance from Social Communication Outreach

Social, Emotional and Mental Health

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- Personal Support Plans which outline a pupil's specific needs and the best strategies to use to help them
- Social skills activities including board games, social stories, SEAL activities, Seeing Red programme, TalkAbout for Teenagers, Boxall Profile activities
- Self Esteem strategies including reward schemes and It's Good to be Me activities,
- Lego/Sand Therapy
- Drawing and Talking Therapy
- PP Teaching Assistant available for pastoral support as and when required.
- Access to Galaxy and/or Nurture Room Provision

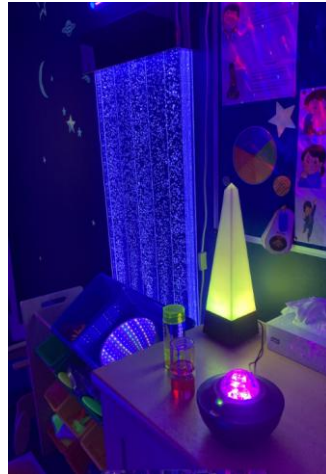
Medical, Physical and Sensory Needs

- Specialist equipment such as work screens, headphones, pencil grips, coloured overlays, fiddle toys, listening stations
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and medical needs including feeding buttons and diabetes;
- Advice and guidance from Occupational Therapists as required;
- Advice and Guidance from Sensory Impaired Service;
- Advice and Guidance from Social Communication Outreach

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Please see our website for our waves of provision and adaptive teaching strategies and provision.

<https://www.st-norberts.lincs.sch.uk/information/send/>



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

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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

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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.

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The schools 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.

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- 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

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removed from the SEND Concern register following discussion between parents, class teachers and the SENDCo.

In the academic year 2023-24, 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.

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Inclusion & SEND

Waves of Intervention Model



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:

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- 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 2024-2025 academic year:

Autism Team

Behaviour Outreach Support Service

Diabetes Team

Speech and Language

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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.

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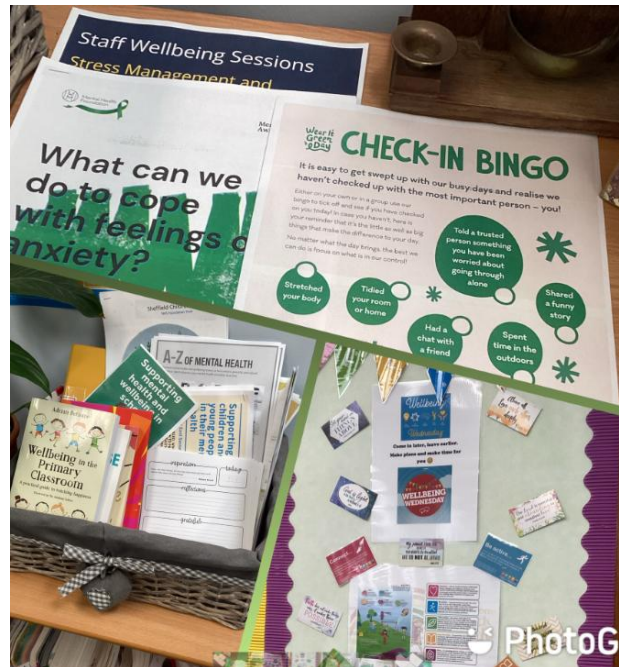
- To ensure that parents of children with SEND are kept fully informed of their child's progress and attainment
- To ensure that children with SEND are involved, where practicable, in decisions affecting their future Special Educational Needs provision

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.

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The SDP

The School Development 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.

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

The SENDCO is now a Senior Mental Health Lead and Adult and Youth Mental Health First Aider

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

5 SEND Support = 16.6%

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The number of SEND children achieving age related expectations.

Reading School 20% National TBC%

Writing School 0% National TBC%

Maths School 20% National TBC%

End of Key Stage 2

30 children in the cohort

6 SEND Support = 20%

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

1 for all tests NTE and 1 below for reading and SPaG.

The number of SEND children achieving age related expectations.

Reading School 33% National TBC%

Writing School 0% National TBC%

Maths School 16.6% National TBC%

SPAG School 33%

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As part of the SDP, throughout the 2024-2025 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

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- 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 and SEND provision maps
- 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 report to Parents from Governors
- Termly SEND Teacher-Meetings

Monitoring of SEND's Children's Progress

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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



What is a Star Target Plan/Scrapbook?

A Star Target Plan/Scrapbook/Folder is a document which identifies what your child finds difficult, sets small achievable targets and outlines what extra support your child will receive to help them to make progress. Star Target's are child friendly and written from the child's point of view so that they are easy to understand. The plan is shared with you in the Advent, Pentecost and Lent terms through parent consultation

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meetings with the class teacher and with the Headteacher at a separate meeting called a Star Target Review. At these times, we will review the previous targets to let you know the progress your child has made against the targets they were set. You will be given a copy of the new Star Targets recorded on the SEND Value Toolkit so that you can support your child with each of the targets.

At some review meetings a professional who has assessed or worked with your child may attend to share their views on your child's progress and suggest possible new targets along with how to achieve them. At the review meetings you will be asked to sign a 'gold form' which is a record of attendance and/or communication regarding your child's needs.

What is a Medical Health Care Plan?

Children who have medical needs will have a health care plan written using information provided by medical professionals working with your child. This will be on an agreed school format and will be shared with you. When all parties are in agreement with the actions that will take place to ensure the safety and wellbeing of your child you will be required to sign the plan.

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The health care plan will be shared with all appropriate staff members including lunchtime staff and a copy kept in the Medical File in the staffroom so all staff, including those on supply, are aware of your child's needs.

Health care plans are updated annually and/or when updated medical information is provided.

Where will the information about my child be kept?

Star Target Scrapbooks are kept in the classroom and contain Star Targets and work related to children's targets. More sensitive information such as reports are kept in a locked SEND cupboard in the HT Office. Information is shared with appropriate staff to enable all adults working with your child to be sensitive to their needs and support them throughout the day including at lunchtimes. The Star Scrapbook is a celebration of work that children celebrate with adults in school.

At all times, the Records Management and GDPR Policies are adhered to.



I think...
I need...
You can help me by...

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How will my child be involved in the process and be able to contribute their views?

Depending on your child's age and stage your child may be asked how they feel they have progressed against their targets. This will be done in an informal way through discussion with the SENCo.

Star Target's are shared with your child too, so that they understand what they are trying to achieve and what we are going to do to help them in school.

Where appropriate your child will be asked to identify their own areas for development which will be considered when writing new targets.

When working with adults on their targets children will regularly be asked how they feel they are getting on and given feedback from the adult they are working with, about their progress against their targets.

The process of getting a diagnosis for specific learning needs.

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The Head Teacher/SENDCo following referrals from staff, will identify that a pupil has a difficulty which is preventing them from learning in the same way as their peers and will place them onto our SEND Register with parental consent.

Pupils will only receive a diagnosis if they have a specific difficulty. A specific difficulty is something that has been identified as being a particular barrier to learning, such as Dyslexia, a social communication need, ADHD or that they have a medical need. This is not an exhaustive list of specific needs - please see the SENCO if you have any further queries.

Depending on the concern raised, the SENCO can make direct referrals to a variety of external agencies. If the concern is a specific difficulty such as ADHD or a social communication need, or indeed a medical need, the SENCO can make a direct referral to the Community Paediatrician based at the Johnson Community Hospital. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, or understanding and expressing language, the SENCO can make a referral to a Specialist Teacher from a team called the 'Specialist Teaching and Applied Psychology Service' (STT). A Specialist Teacher works at our school for half

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a day every two weeks. She can identify if a pupil has difficulties consistent with Dyslexia, Dyscalculia language acquisition and expression difficulties and provide advice about how best to support their needs. Specialist Teachers can undertake a variety of assessments with pupils so this is not an exhaustive list as assessments carried out will very much be dependent on the needs of the child and the ability they have to access such assessments.

If you are concerned that your child has a speech and language difficulty, the SENCO can make a referral to the 'Speech and Language Therapy Service' (SALT) based at the Johnson Community Hospital. A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs

How long does a diagnosis/referral take?

Referral time will vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer. On average it can take between three to four months to receive an appointment. Once a referral has been made by the school with your consent, it will be yourselves as parents/carers who will receive direct communication from the hospital. Not all pupils will receive a diagnosis and/or

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decision. Where diagnoses are made, this can take a considerable amount of time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

Referrals to the Specialist Teacher are made within the school and the time taken for your child to be seen will be dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty, you will be informed through a written report completed by STT and sent home to you. The Specialist Teacher is happy to discuss reports with parents and appointments for this can be made through the school office.

What happens once a diagnosis has been made?

We do not wait until a diagnosis has been made to put appropriate support in place, since this can be a very long process. If it is clear that a pupil has a difficulty and displays barriers to learning, we will do everything that we can to support them. This may include moving the child to a more prominent position in relation to the Interactive Whiteboard in the classroom, changing the size/type of font to aid reading, providing timers and work screens to support a child's ability to focus as well

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as possible additional support with an adult (either in or out of the classroom) to name but a few.

If a diagnosis is made, we will seek advice from the relevant outside agencies about how best to support the pupil. This advice will be identified on the pupil's Star Target Plan and shared with you and discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

If a child is identified as have a special educational need we strive to ensure that all people working with that child is informed of how best to support that pupil. This may include teaching assistants, midday supervisors, volunteers and in some cases, other pupils in school.

What would the next step be if school felt that further additional support was needed for my child? (Education, Health & Care Plans)

After intensive support provided by the school and following input from external agencies a recommendation may be made to refer your child for a statutory assessment by the Local Authority. This decision would be made if your child was making very limited or no progress against targets despite intensive support and would be done with your consent and these discussions are normally held at a review meeting

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with outside agencies. If your child fulfilled the criteria as set out by the Local Authority they may be given a:

Education, Health and Care Plan.

From September 2014, 'Statements' will be replaced by 'Education, Health and Care Plans'. This document will continue to outline a pupil's special educational need and the support that the school needs to put in place to help them, but it will be a much more child friendly document, based around the pupil and their family.

How can I get an Education, Health and Care Plan for my child and how long does it take?

At the moment, either you can make a parental request to the Local Authority for a 'Request for Statutory Assessment' or the school can make a request. If you make a parental request, the Local Authority will ask the school to complete a 'School Advice Form', the same as if the school make a request. However, the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress.

<https://www.lincolnshire.gov.uk/support-education/identifying-supporting-send/7>

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My child has an EHC but now I feel that they need a special school place, what do I do?

If at any point you or the school feel that a mainstream school can no longer meet your child's needs, an early Annual Review can be called. Any discussions about school places need to be discussed at the Annual Review, preferably with any supporting outside agencies present to give their views. The request for a special school place will be noted on the Annual Review form and the Local Authority will consult the named special school. A decision will then be made based on whether any places are available and if the special school could meet your child's needs. It is important to be aware that a recommendation does not guarantee a place at a special school.

What does SEND look like at St Norbert's Academy?

What do our pupils say about the support they receive in St Norbert's?

'It's helpful to work in small groups rather than big groups.'

'I like working with one adult because it helps me and I don't feel embarrassed.'

'I can talk about my worries.'

'Because they say it in different words so when I go to class I understand what to do.'

'I didn't feel confident in my learning but now I do.'

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What do pupils say makes St. Norbert's unique?

'There are lots of nice people that are friendly and a lot of buddies to help new people.'

'Here they have so many languages that in other schools they don't have.'

'The teachers help us and when a new person comes to the school they help them feel unique and won't let them be sad.'

'The people'

'We respect people and always be kind to one another'

What do outside agencies working within our school say about us?

'St. Norbert's School buy in the Specialist Teaching Service to ensure at least two visits each month. The Service is used efficiently and effectively for the assessment, monitoring and support of pupils with educational needs. The school SENCO, support staff and Specialist Teacher meet regularly to plan and review the pupils and discuss new referrals.

The SENCO is well qualified and experienced and manages the pupils with SEN, ensuring the needs of the individual are catered for appropriately through excellent

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intervention programmes, these are led by the very capable and well qualified Headteacher with in Class TA support.

As an outside agency STT is fully involved in the SEND within the school and believes the provision and support to be of an excellent quality.'

'St Norbert's is a school that works hard, as a team, alongside parents, to understand the child's needs and find ways to adapt their approach to address these. They have a forward thinking SEN team identifying strengths and areas for development so they can constantly improve their provision.' (Vicki Turner, Specialist Social Communication (including Autism)

Outreach Teacher)

" They school have supported ****well and couldn't do more for them.' (The Clinical Department of Psychology and Neuropsychology)

Who will support my child in school?

Any of the following may work with your child in order to support them in achieving their targets and to help them fulfil their potential:

- Class Teacher
- The SEND Team (6 SEND Dedicated Teaching Assistants also referred to as the Nurture Team

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- Class Teaching Assistant
- SENCO/Headteacher
- Pupil Premium Teaching Assistant
- EAL Teaching Assistant
- Midday Supervisors
- Play Leaders
- Any other members of staff who have appropriate qualifications and/or experience

How will they catch up with lessons they have missed?

Withdrawn support is a carefully planned approach to support your child's learning. Where possible, the additional work they complete outside of the classroom will be linked to what the class is doing, however there will be occasions when a gap is identified that is separate to main class teaching. Where this is the case children are withdrawn in short sessions to address these gaps and enable them to then fully engage with the learning in the classroom. In many cases, children's needs are met within the classroom through guided work with either the class teacher or teaching assistant.

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Who can my child talk to if they are worried or have concerns?

There are many ways your child can express concerns in school. Each class has a worry monster case where children can write down/ draw anything that is worrying them. This is then checked by the class teacher or teaching assistant and time given to the child to discuss their concern in more detail with an appropriate adult. If more time is needed, the SENCO will allocate some time to speak with the child to determine whether further intervention is required such as pastoral support. This may be working with peers on friendship concerns or 'it's good to be me' activities to boost self-esteem.

There is also a visible presence of adults across the school who children can approach with worries without the need for a timetabled session. If a child appears to be finding friendships particularly difficult the class teacher and SENCO may, along with the child concerned, identify a 'buddy' to support positive playtimes, lunchtimes and learning time. The buddy will be a child chosen in agreement with your child and adults in school, who will support them emotionally and ensure that they have someone to talk to/ play with for as long as is required.

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What training and experience do staff have for the additional support my child needs?

All staff at our school have regular training in a great number of areas of special educational needs and disability. Most staff have had training in the following:

- Autism (IDP)
- Speech, Language & Communication Needs (IDP)
- Behaviour
- Positive Handling
- Epi-pen training
- First Aid
- PKU Training
- Precision Teaching
- SEND VALUE Tool
- Creating a Dyslexia-friendly learning environment
- Safeguarding training
- Microsoft Dyslexia Awareness Modules
- Inclusive Classrooms Training
- Effective Differentiation for SEND Training

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- Neurodiversity in the Classroom Training

Some staff have also received training regarding:

- Speech & Language (ELKLAN Course)
- Paediatric First Aid
- Diabetes
- ACES
- Trauma Informed Care
- Gastronomy Button training
- Makaton (Foundation Stage and Key Stage 1)
- Administering PKU Gel training
- Wellcom Intervention
- Boxall Profile training
- SEND L3 TA Apprenticeships
-

Additional 2024-2025 Training & Outside Agency Support

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(Staff Meeting Minutes reflect SEND CPD opportunities termly)

Teachers:

Little Wandle Systematic, Synthetic Phonics INSET Modules Year group, Stage or
SEND training all teachers and TAs 4th Sept
SEND Steering online 11th Sept - JW
SEND Network face-to-face 13th Nov - JW
Mental Health and Wellbeing Network 26th Nov - JW
SEND Steering Group 14th Jan online - JW
Mental Health and Wellbeing Steering 15th Jan online - JW
Trauma ACES January 5th Feb - JW
SEN Network face-to-face 25th Feb - JW
Mental Health and Wellbeing Network 11th Mar - JW
SEN Steering online 23rd April - JW
Seizure CPD May 4th-All Staff
Mental Health and Wellbeing Steering 6th May - JW
SEN Network Face-to-face 18th June - JW
Mental Health and Wellbeing Network Face-to-face 25th June - JW

Support Staff

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L3 SEND Apprenticeship Qualification SL KC

Little Wandle Systematic, Synthetic Phonics INSET Modules Year group, Stage or

SEND training all teachers and TAs 4th Sept

Youth Mental Health First Aid 17th-18th Dec - KB

What role might adults both from in and out of school have in supporting my child?

In School		
HT/SENDCo	Full Time	<div><div>To coordinate interventions, resources, meetings with parents and external agencies;</div><div>□ Monitor progress of children identified as requiring additional support;</div><div>□ Attending regular training to disseminate to staff; Provide 1:1 support for identified pupils.</div></div>

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		<ul style="list-style-type: none"> □ Delivering speech and language programmes - trained by ELKLAN team. □ Delivering Maths and English programmes, including phonics; □ Providing pastoral support to identified pupils.
Class Teachers	7 full time 1 part-time	<p>Providing guided group support in all curriculum subjects;</p> <ul style="list-style-type: none"> □ Providing differentiated activities in all curriculum subjects; □ Assessing pupils progress in all curriculum subjects; □ Writing SMART targets based on PIVAT assessments and/or advice received from external agencies.

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Pupil Premium Teaching Assistant	1 part time (afternoons)	<ul style="list-style-type: none"> □ Teacher assistant who runs specific interventions in reading, writing, maths and phonics linked to individual targets
Class based Teaching Assistants	3 part time 3 full time	<ul style="list-style-type: none"> □ In-class support for individuals or small groups of children; □ Implementing advice from external agencies and class teachers when delivering Star Target sessions or small group activities; □ Delivering targeted intervention for identified pupils. <p>As above(Specifically supporting pupils with an EHCP), however our SEND dedicated TA's undertake additional CPD related to role, specialise in SEND specific areas. Some provide intimate care and all work closely alongside SENCO as part of Graduated</p>
SEND Teaching Assistants Nurture Team	5 full time	

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		Approach and Provision Mapping using SEND Value Tools.
External Agencies		
Specialist Teacher and Applied Psychology Service (STT)	1 planning visit per year; 1 day per month; Observation, advice, attendance at review meetings on request.	Assessment and advice for pupils whose progress is a cause for concern (by referral only).
Educational Psychologist (part of STT)	1 planning visit per year; or as required	<ul style="list-style-type: none"> □ Observation, advice, attendance at review meetings on request. □ Cognitive assessments. □ Advice to staff and parents on a range of learning needs.

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		<ul style="list-style-type: none"> □ Staff training.
Sensory Education Support Service	Referral; Advice on request	<ul style="list-style-type: none"> □ Access to support and advice for children with visual or hearing impairments. □ Target setting and monitoring of pupils progress.
Child and Adolescent Mental Health Service	Referral	<ul style="list-style-type: none"> □ Access to support and advice for children with Mental Health issues.
Children's Therapy Service	Referral	<ul style="list-style-type: none"> □ Provide a specialist programme of care that promotes the development needed to acquire the skills to live as independent a life as possible and reach their maximum potential
		<ul style="list-style-type: none"> □ A specialist assessment of children with special educational needs and to advise and □ recommend the local educational authority

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		<ul style="list-style-type: none"> □ on their management supported by the accompanying legal documentation Partnership working with education, social services and others to ensure that any therapy programme is fully integrated into the child's care Specialist telephone consultation offering advice and reassurance for those who need it Training for parents/carers and staff working with these children, in a variety of settings
Parent Support Advisor	Referral	<ul style="list-style-type: none"> □ Targeted family support
Social & Communication (including Autism) Outreach Service	Referral	<ul style="list-style-type: none"> □ Offer consultancy support (observation, meetings, strategy recommendations, learning environment support etc) □ Training for school staff

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		<ul style="list-style-type: none"> □ Support for parents
Speech & Language Therapy (SALT)	As and when required	<ul style="list-style-type: none"> □ Advice, guidance and programmes based on individual need; Attendance at review meetings on request.
School Nursing Team	Annual Health checks; Referral;	<ul style="list-style-type: none"> □ Heights & Weights in Reception; □ Advice on individual pupils as required;
Community Paediatrician	Referral	<ul style="list-style-type: none"> □ Assessment of individual pupils referred by school; □ Children have to meet criteria set out by them;
Lincolnshire Teaching & Learning Centre Pathways	Referral	<ul style="list-style-type: none"> □ Advice, observation and guidance for target setting, learning environment;
Early Support Care	Referral	<ul style="list-style-type: none"> □ Targeted support from various agencies involved with a pupil including medical

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Coordination Service		professionals, social care, schools, Pathways to review targets and progress.
Team around the Child/ Child in Need	Referral	□ Targeted or specialist support from various agencies involved with a pupil including medical professionals, social care, schools, Pathways to review targets and progress.

How will additional funding be used to support my child?

Funding received into the school will be used for purchasing resources to support pupils identified as having special educational needs and/or a disability. This is partly used for additional hours for supporting pupils as well as the support we receive from some external agencies.

Where a child is in receipt of an EHC Plan, specific funding will be allocated to your child so that necessary resources (including staff) can be purchased.

SEND Budget

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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

2024-2025 £79,895.28

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 following successful appeal of original decision. 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.

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

As an inclusive school all children are supported in accessing all activities including visits outside of school. This may include travelling to church, coach trips linked to individual class topics, residential trips and sporting activities. If adaptations need to be made, this would be discussed with you in advance to ensure the safety and wellbeing of your child. All visits offsite require a risk assessment to be carried out in accordance with Local Authority Policy and any risks/hazards would be identified on this. School will work very closely with you as a parent/carer to ensure your child is fully engaged and included.

How will the school prepare and support my child to join the school?

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Entry into Foundation Stage/EYFS

If your child attends a pre-school/nursery, the SENCO there will normally inform us that your child will be joining us and that he/she has special educational needs. The SENCO at our school will then attend any meetings (when invited to attend) at the pre-school before they start, so that we have a clear picture of your child's needs and what support they might need when they join us. The SENCO will also speak with outside agencies involved where necessary to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our Foundation Stage class in addition to those already provided through Induction Sessions.

Joining school at other times, e.g. mid-year

If your child joins our school at any other time in their school life and they have additional needs, their previous school should send us all their pupil information, which would identify that they have special educational needs. As a school we endeavour to put support in place that is appropriate based on our initial assessments and observations of your child. The information from the previous school should tell us what support has been in place which will also help us to see what has worked well and give us important information about areas for development. It would be useful if you

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could also tell us all about your child and their needs. If outside agencies are involved, the SENCO will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

Moving from one class to another

When your child moves from one year group to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. Any pupil who has a special educational need and/or disability will have a Star Target Plan and possibly other support plans such as a Health Care Plan or Personal Support Plan. Current relevant paperwork are passed on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The SENCO will also ensure that new teachers and support staff are informed about pupils with SEND so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

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Moving to another Primary School

If your child moves to a new school due to relocation, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as Star Targets and outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.

Moving to Secondary School

The Headteacher at our school invites all the secondary school SENCOs during the final term of Year 6 to inform them of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our Headteacher passes on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as Star Targets and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

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Will my child be treated differently within the class group?

The ethos of our school is such that we are inclusive of all children. Support within the classroom will include adapted work and use of appropriate resources dependent on a child's needs. This will not exclusively be for SEN pupils as there are many different needs within all classes.

If your child, in agreement with yourself, felt that pupils needed to be made aware of their needs, this would be organised in collaboration with yourself. This may include visits from the School Nurse to explain medical needs or completing a programme of work linked to differences in communicating.

We believe in true inclusion and equity-not giving all pupils the same but giving every individual what they need to have the same opportunity and access to every aspect of education and school life.

What do I as a parent need to know/do?

How can I be involved in supporting my child?

Article 23 *You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.*

It is important that you make us aware of anything that you feel may impact on your child's ability to access learning in school. This may include letting us know if there have been changes in home circumstances as the emotional impact of this can become a barrier to learning.

If your child is being seen by medical professionals, school is sent a copy of the written report but this can take some time to arrive in school so it is always best to inform us of any new information yourself so that we can support your child.

We strive to work together to improve outcomes for your child so it is vital that you attend any meetings regarding your child's progress in school. This includes parent consultation meetings, Star Target reviews, Annual Reviews, TAC meetings, ESCO meetings, pastoral support meetings.

When attending review meetings you will be given a copy of the new targets for your child so that you are aware of their targets. There will be ideas of how you can support this learning at home, including websites, resources and activities that you could use. Your child's class teacher will also be happy to suggest any further ideas and the webpage for your child's class will always have links to appropriate learning websites that you can access free of charge.

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How can I access support for myself and my family?

Your first contact should always be with your child's class teacher and if they are not able to help, the SENCo will be happy to listen to your concerns and where necessary will give you contact details of more appropriate support services.

These may include:

<http://www.lincolnshire.gov.uk/parents/> (General information linking to disability support, children's centres, family support and caring for children)

www.lincolnshire.gov.uk/SENDlocaloffer (Early Help and the Local Authority website)

<http://www.lincolnshire.gov.uk/parent-partnership/> (Parent Partnership have helpline number you can ring to informally discuss your concerns and the website provides a wealth of information about what to do if you have concerns about your child or the provision they receive).

The school hosts an open showcase twice annually where you can chat to the SENDCo as well as other parents of children with SEN. Occasionally there will also be a representative from some of our outside agencies who will be available to discuss

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general concerns about your child. In addition all parents meet with the SENDCo three times annually and is available to talk to at parents consultation evenings.

How can I help during a transfer?

It is always helpful for you to personally speak with new staff to make sure that they are fully aware of your child's special educational needs and/or disability and any changes in circumstances. Always check, after a short time, that support has been put in place and that you understand what help your child is receiving. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.

What happens if I am unhappy with the way the SEN process develops?

If you have any concerns at any point your first point of contact should be the SENCO. If your issue is still not resolved you should request an appointment with the Headteacher if the issue cannot be resolved informally it may you need to put your complaint in writing following the Complaints Policy. (See link below)

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<https://www.st-norberts.lincs.sch.uk/wp-content/uploads/sites/40/2024/02/Complaints-Procedure-SCHOOL-FINAL-December-2021-extended-review-date.pdf>

If your concern is related to an unsuccessful statutory assessment you should follow the procedures set out by the Local Authority for appeals and tribunals. You can also access support from Lincolnshire Parent Partnership.

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.

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General SEND Information

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

2024. 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 ARBOR)
- 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

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behaviour. (Including completion of L3 EYFS Apprenticeship of x1 Midday Supervisor/Wrap Around Support Assistant)

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

Reviewed: June 2025

Review Date: June 2026

Signed: 

****Provision detailed in the School Offer is reviewed regularly to reflect changing needs within the school and according to the funding that is available within the school budget. The document will be modified according to such changes****