

St Richard's VC Catholic Academy

SEN Statement – 2023-24



ST RICHARD'S

VC ACADEMY

School/Setting statement:

St Richard's academy "Is a place where all learn and grow knowing that Christ's love surrounds them and all are valued in their uniqueness." We ensure that our pupils with additional needs are supported through highly structured teaching and learning approaches and they are given the highest quality teaching. Pupils are fully included in all aspects of school life and thrive within the school. We believe that all pupils can reach their full potential through structured teaching and learning opportunities and quality first teaching.

School Information:

Do you have a specialist designated unit/ additional learning support department? Yes- The Hub

Total number of pupils with special educational needs and disabilities: 59

Total number of pupils with an EHCP(Education, health and care plan): 9

Broad areas of need that are supported in line with the Code of practice.

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health difficulties

Sensory and/or Physical Needs

Please describe the areas of support and experiences you currently offer to meet needs of children and young people with SEND:

Throughout the school children are supported by daily 'quality first teaching' within their age appropriate year groups. For children identified as having specific and profound additional needs they have access to our specialist learning space called The Hub. This is lead by a teacher with a team of skilled teaching assistants in support.

All classes have access to support from highly skilled Teaching Assistants (TAs) to ensure pupils are provided with support at the point of contact and as and when needed throughout the school day. The TAs are trained to support with quality first teaching as delivered by the class teacher. They also have undertaken training to deliver specific interventions; different teaching assistants have different strengths in areas they can support, the range includes Literacy, phonics, Numeracy, Social Communication, Speech and Language, Nurture and well-being. Each intervention is highly structured to maximise impact and measure outcomes for each child. All support is overseen by the SENDCO K Merckel. DSL E Griffin and phase leaders. We are supported by many additional services and have programmes in place for Speech and Language by N.E.W. Options speech and language therapists, Educational Psychology involvement by Applied Psychologies, and local service involvement from IPASS, Physiotherapist, Occupational therapists, Virtual schools and NHS speech and language therapists.

Pupils with social emotional and mental health difficulties are supported by our Designated Safeguarding Lead (Mrs Emily Griffin) and our Emotional Literacy Support Assistant -ELSA- Mrs Tracey McWatt. This support takes place in our Rainbow room or Retreat room via small nurture groups and/or one to one support. Pupils with specific physical difficulties are supported by set programmes from IPASS (Integrated physical and sensory support service) and the school ensures such programmes are followed and liaised with physiotherapists and occupational therapists which are key to providing the correct support.

The SENDCO oversees the programmes and ensures that staff working directly with pupils are fully trained and that training is updated yearly, or when needed. Pupils with specific communication and interaction difficulties (Autism, Asperger's, Global Delay) are supported by the school's speech and language support and/or the outreach team from

Northcott and Ganton special schools. The SENDCO regularly liaises with the outreach teams to plan targeted support for individual pupils when needed. We also use the Venn Academy Whitehouse/Bridgeview outreach team Steps to success to support children with SEMH who express their needs via challenging behaviours.

The aims of our SEND policy and practice are to:

Provide pupils with special educational needs and disability with individualised programmes of support to ensure they make the best possible progress from their starting point. To provide quality first teaching with targeted in class support with individualised learning targets that aim to provide next steps in learning.

What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?	<ul style="list-style-type: none">• SEND Policy• Accessibility and Disability Policy• Accessibility Plan
How will you evaluate the effectiveness of your provision for these pupils?	<ul style="list-style-type: none">• Termly progress meetings – all teachers are involved and review the progress and next steps for each learner.• Monthly inclusion meetings with the school’s inclusion team.• Annual Reviews for all pupils with Educational Health and Care Plan.• Termly discussions with SENDCO and parents – looking at targets, steps achieved and next steps in learning to take place as well as support for school and home• Concerns documented – staff collate information showing areas of concern, strengths used, changes to routines/timetables and provision these are recorded on the cause for concern forms and or CPOM’s recording system.• Termly parents meetings to discuss support plans, concerns, targets and progress These meetings ensure that the parents are full involved in pupils learning and next steps.

What is your approach to teaching these pupils?

- Pupils have access to 'Quality first teaching'
- Pupils are given a support plan that aims to diminish the difference in basic skills for Literacy, Reading and Maths development as well as when needed, personalised targets linked to their individual needs.
- Teachers, teaching assistants and SENDCO work in partnership to update pupil passports and set the child's next steps on their learning journey and flight path of progress.
- All pupils are supported to work on their individual pupil passports and some may complete specific learning programmes.
- Children who have access to the inclusive provision of 'The Hub' have bespoke learning plans that support individual learning.
- Children with emotional mental health needs are supported through our nurture and ELSA support

How will you adapt the curriculum and learning environment for these pupils?

- The curriculum is adapted for pupils when necessary, either through support, scaffolding, adapted learning challenges, adaptations to furniture or classroom environment.
- Pupils with dyslexia/dyslexic tendencies or other reading/ writing/ spelling diagnosed conditions will be provided with reading and writing overlays if needed , as identified through a visual stress assessment and away from environmental distractions (e.g. light from a window, seating position) All children with identified dyslexic tendencies will also follow a support programme using one of the following schemes –precision teaching, spell zone, reading fluency or phonological awareness programme, fresh start (Yr5&6).
- Some pupils with ASD (Autism/Aspergers) will be provided with a quiet learning space for 1:1 learning activities with additional visual aids and social stories to support if required. Social skills interventions are also available when needed along with additional termly support from Northcott Outreach when needed. Bespoke support helps reduce anxiety and help to reduce barriers to learning

- Learning environments are assessed frequently for ease of access and appropriateness for pupils with physical disabilities.
- Access to and from the school and classroom is reviewed, if required, by IPASS for those children that have physical disabilities – access is adapted when and where needed.
- At times some children may require additional support from the schools Inclusion team. Children needing this specialised support will be given a personalised plan and have regular check-in's and time to talk about their feelings/behaviour and personalised situations.

<p>What training is available to staff supporting children and young people with SEND?</p>	<ul style="list-style-type: none"> • Reading and Mathematical intervention training is given to all teaching assistants. Monitoring of this support is done as part of the school's appraisal cycle. Teaching assistants liaise with the class teacher who in turn works with the SENDCO to ensure information sharing is key to pupils' success and achievement. • All teaching staff are trained on an annual basis with key messages, changes in SEND law and policy. • SENDCO attends the termly and annual SEND training and disseminates information to teaching staff and the SEND team. • Teaching assistants working with ASD pupils are given regular support and training where required from Northcott Outreach and the speech and language services looking at the use of PECS (picture, exchange programme) and social communication programmes if needed. Training is continuous and changes with the needs of the school SEND cohort.
<p>What specialist services and expertise are available or accessed</p>	<p>Services Include:</p> <ul style="list-style-type: none"> • Educational Psychologist Service - Applied Psychologies • HCC SEND team • Tweendykes Special School support • Northcott Outreach Support • Speech and Language Therapist Service (Private) – N.E.W. Options • HCC Language Unit

to support these pupils?

- NHS Speech and Language therapist service
- IPASS – Integrated Physical and Sensory service
- Whitehouse/Bridgeview Outreach Support Steps to Success
- Physiotherapy service
- Occupational Therapy Service
- KIDS – Parent Partnership
- School Nursing Team
- Health Visitors
- Portage Service
- Early Years Team
- Early Help teams
- CAMHs

What activities are available for these pupils, outside of the classroom?

All pupils are fully integrated into school life and are able and encouraged to attend any of our school or extra-curricular clubs including sports, singing, craft and lego.

- Social Skills Lessons
- Counselling
- Family Jigsaw
- ELSA
- My Star

<p>How will we prepare and support these pupils when transferring to a new school?</p>	<ul style="list-style-type: none"> • Parents/ carers, teachers and pupils are invited to attend transition meetings • Teachers meet to transfer important information • Transition to new classes will be in a time frame that is suitable for each child's needs • Early secondary transfer support for children in Year 6 • HCC will work to ensure the appropriate secondary school allocation for children with EHCs
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<p></p>	<ul style="list-style-type: none"> • Transition documents between each year group, each school for all children with additional needs. • Longer supported transition for those children entering school for the first time in September to Foundation 1 and 2 with additional identified needs
<p>How will parents/carers be involved in discussions about and planning for their child's education?</p>	<ul style="list-style-type: none"> • Termly meetings with teachers supported by the SENDCo if required to look at progress, concerns, targets and next steps. • Pupil one page profiles are used to gather information about pupils, support and medical needs. • Support plans are discussed with pupils and parents/carers as part of our termly meetings • Information evening with parents/ carers when requested • Person centred planning meetings to complete plans, annual reviews and significant changes in a child's needs.

<p>How will children/young people be involved in discussions about and planning for their own education?</p>	<ul style="list-style-type: none"> • Termly teacher/child meetings – meeting with SENDCO if required regarding conversations around pupil progress, achievements and next steps • Pupil Passport profiles • Support plan targets are discussed with the children • Discussions with the child on wishes and feelings prior to person centred planning meetings
<p>Special Educational Needs or Disabilities contact details: SENDCo</p>	<p>Mrs K Merckel 781928 admin@strhull.org</p>
<p>Head of School</p>	<p>Mrs E Cook</p>
<p>SEND Strategic Lead</p>	<p>Mrs G Olssen</p>