



Patrington Church of England Primary Academy SEND Information Report 2023 / 2024



Our School

At Patrington Church of England Primary Academy the well-being and development of each child underpins all that we do. Our curriculum is designed to: inspire enthusiasm for learning, build on achievement and support pupil well-being and happiness to allow all of our learners a safe environment within which to flourish.

We follow our Christian Values of Trust, Friendship and Perseverance to strive to ensure that: Everyone Belongs, Everyone Cares and Everyone Tries.

We recognise that we are educating children for an unrecognisable future and in order to be prepared for this we identified the following golden threads which are woven throughout our broad and balanced Curriculum:

Our Golden Threads through our curriculum

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

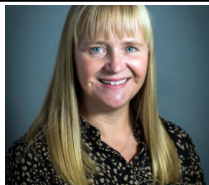
Find your wonderful - ambition and self worth

Within our inclusive environment our curriculum allows all children to ensure that Equity, Curiosity and Ambition are nurtured.

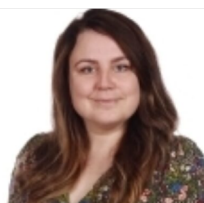
"And Jesus said to him, If you can? All things are possible to those who believe."
Mark 9:



Meet our SEND and Wellbeing Team



The Special Educational Needs and/or Disabilities Coordinator (SENDCo) is Mrs S. Marshall who has completed and gained the National Award for SEN Coordinations (NASENCO) Award.



The Behaviour and Wellbeing Lead is Mrs K. Pickering

If you would like to contact Mrs S. Marshall or Mrs K. Pickering please call the school on 01964 630315 or email admin.pat@ebor.academy.



Special Educational Needs and Disabilities

Definition

The SEND Code of Practice 2015 states: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made; namely provision different from or additional to that normally available to pupils of the same age.

A child or young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have special educational needs may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’ (‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’).

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have special educational needs but where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

At Patrington Church of England Primary Academy we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND code of practise 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and/ or Physical

Cognition and Learning



Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Slower progress does not always mean there is a special educational need. However, if these difficulties are more persistent, they may indicate this is the case. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Examples of some of the support we provide for pupils with cognition and learning needs:

- Little Wandle rapid catch up Phonics boost
- Reading Recovery
- Number Bots booster
- TT Rockstars booster
- Spelling Shed booster
- Lexia Core 5 Reading
- Reading pen
- Talking tins
- Coloured paper / overlays
- Flexible seating
- Scaffolded tasks
- Visual timetables and now next boards
- Precision teaching

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Examples of some of the support we provide for pupils with communication and interaction needs:

- Deliver interventions devised by the Speech and Language therapist
- Lego Therapy
- Talking partners
- Small group work
- Modelled interactions
- targeted questions
- Access to quiet working areas



- Extra processing time
- Work and instructions broken down into smaller steps
- Social stories
- Comic strip conversations
- Personalised timetables
- Visual timetables, reminders, now / next boards
- 'I wish my teacher knew' boxes in each classroom

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Examples of some of the support we provide for pupils with social, emotional and mental health needs:

- Small group work
- Emotional Literacy interventions
- Zones of Regulation stations in every classroom and social areas
- Movement breaks
- Circle times
- Tailored Personal, Social, Health and Economic (PSHE) lessons
- Yoga
- Lego Therapy
- Friendship groups
- Bereavement support

Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).



Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Examples of some of the support we provide for pupils with sensory and / or physical needs:

- Adaptations to the environment
- Wheelchair accessible environment
- Fine motor skills intervention
- Gross motor skills intervention
- Handwriting support
- Sensory equipment
- Wobble and wedge cushions
- Writing slopes
- Sensory circuits
- Ear defenders
- Chair bands
- Large print



Identifying and Assessing Need

At Patrington Church of England Primary Academy we work closely as a team and if staff have a concern about a child, they will complete a SEND Referral form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the Branch Maps, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom. Click [here](#) to view the East Riding of Yorkshire **Ordinarily Available Inclusive Provision (OAIP) guide**



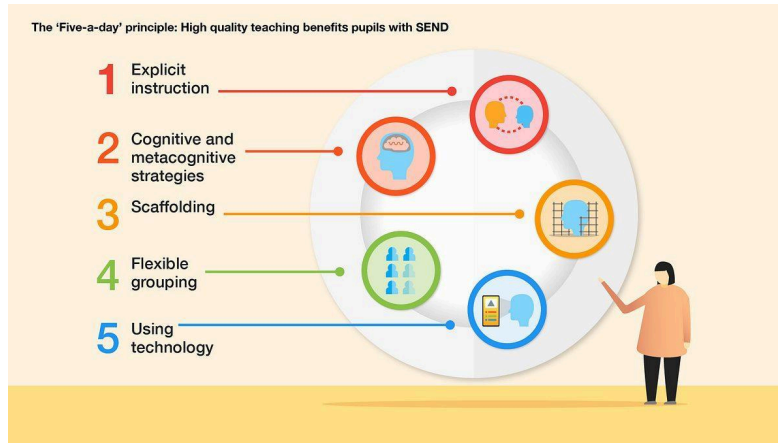


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

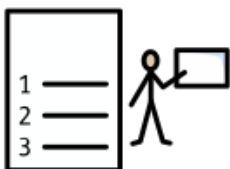
Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the Education Endowment Foundation guidance 'Five-a-day' and embed the key principles into all our lessons. Click [here](#) to view the full report



We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (January 2024).

Click [here](#) to view the East Riding of Yorkshire **Ordinarily Available Inclusive Provision (OAIIP) guide**



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking



Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction
Writing frames	Pre teaching	Mind mapping

We use a wide range of strategies, not inclusive of the above, across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the learning.

We also seek advice and source specialist equipment from outside agencies as and when the need arises.



Our Environment

We create environments that are safe and calm so that our pupils feel comfortable to be in school and to enable them to flourish. Our staff work closely as a team to ensure we provide consistency of approach.












We have tailored our classroom environments so that they can meet a range of needs as we understand children learn in different ways.

Our classrooms provide:

- Visual supports (including dyslexia friendly, speech and language friendly and autism-friendly approaches)
- A distraction-free learning zone
- Sensory Processing strategies (movement breaks, move and sit spots, fiddle toys etc)
- Access to multi-sensory and hands-on learning
- Use of IT and alternative methods of recording where needed
- Use of de-escalation strategies
- A Restorative Practice Approach with daily check-ins causing the Zones of Regulation
- A preventative rather than reactive approach
- Positive praise – and lots of it!
- Staffing ratios appropriate to the level of support needed.

Patrington Church of England Primary Academy is accessible for wheelchairs and accessible toilets are available with extra handrails in place. We have access to the



	Occupational Therapy service and Physiotherapists for advice regarding specialist equipment and reasonable adjustments						
<h2>Parent Consultations</h2>	<p>At Patrington Church of England Primary Academy we work closely with parents and carers and recognise that they play a pivotal role in the graduated response approach and have much to contribute to our support for children with SEND.</p> <p>For children who have an Education, Health and Care Plan (EHCP), SEND Support Plan or require specialist support (over and above what is ordinarily available) we will invite parents in for 3 opportunities to discuss your child's progress in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.</p> <p>Mrs Marshall is available at parents' evenings to discuss any concerns.</p> <p>We also hold information events where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEND provision at Patrington Church of England Primary Academy and offer opportunities to meet up with outside agencies.</p> <p>During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.</p>						
 <h2>Child Consultations</h2>	<p>Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p> <table border="1" data-bbox="389 1429 1417 1783"> <tr> <td data-bbox="389 1429 722 1630"></td> <td data-bbox="722 1429 1056 1630"></td> <td data-bbox="1056 1429 1417 1630"></td> </tr> <tr> <td data-bbox="389 1630 722 1783">Self-assess how they are doing</td> <td data-bbox="722 1630 1056 1783">Attend meetings with the SENDCo and help decide the support needed.</td> <td data-bbox="1056 1630 1417 1783">Feedback and Review progress/interventions.</td> </tr> </table>				Self-assess how they are doing	Attend meetings with the SENDCo and help decide the support needed.	Feedback and Review progress/interventions.
							
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	<p>The provision for our SEND pupils is continually reviewed at Patrington Church of England Primary Academy, we do this through:</p> <ul style="list-style-type: none"> • Regular monitoring of classroom practice / interventions by the Senior Leadership Team (SLT), Wellbeing Lead and SENDCo • SLT, Wellbeing Lead and SENDCo meet weekly and review provision, 						



Evaluating Provision

progress and discuss next steps, ensuring policies are up to date and adhered to

- Teaching staff meet weekly and are given the opportunity to share successes, discuss up to date research and access the most up to date training
- Pupil progress meetings where individual children's progress towards their targets are reviewed with a member of the SLT and the SENDCo
- Input from specialist outside agencies to support and guide our practice and also deliver staff training
- Holding annual reviews for children with an EHCP and inviting the specialist agencies involved with the child as well as the family
- Holding termly reviews for children with an EHCP and/or SEND Support Plan
- Establishing children's baseline levels before receiving interventions and reviewing the impact of interventions at regular intervals
- Pupil voice by asking our pupils with SEND their thoughts.



Staff Training

At Patrington Church of England Primary Academy, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.



The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Most of our staff have completed training in the following areas:

- Autism spectrum disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia
- Speech and Language Therapy (SALT)
- Sign Language
- Adaptive teaching
- Catch up phonics
- Precision Teaching
- Pre Teach and Gap filling
- Physical and Sensory support
- Approaches to handwriting
- Sensory Circuits
- Sensory Processing
- Behaviour as communication
- Restorative Practice and de-escalation
- Attachment



	<ul style="list-style-type: none">• Growth Mindset <p>When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.</p>
 <p>Transition Support</p>	<p><u>Nursery to Reception</u> We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.</p> <p><u>End of Year transition</u> Transition to Reception, and then into each successive year-group, is supported by meetings, individual transition plans with pupil booklets and taster sessions in each new class for our SEND pupils.</p> <p>Before children leave for the Summer Holidays they are familiar with their new teaching team and learning environment to help reduce their anxiety and ensure that the transition is successful and positive..</p> <p>Class teachers and their team meet with each other during the summer term to discuss the needs of the children and share details of adaptations in place and SEND Support Plans.</p> <p><u>Secondary Transition</u> We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.</p> <p><u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place.</p>
 <p>Outside Agencies</p>	<p>We work with the following agencies to provide support for children with SEND:</p> <ul style="list-style-type: none">East Riding SEND teamSENDIASSWithernsea & Hedon Children's CentreSpeech and language TherapistsThe Sensory and Physical Teaching ServiceEducational PsychologistInclusion PractitionerSchool Nurse / Health visitorsPaediatric PhysiotherapistOccupational HealthSensory Processing Hub <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.</p>



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips including our residential visit in year 6

All children are encouraged to take part in sports day, school competitions, school worship and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. pupil parliament, play leaders, monitors etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.

Complaint Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Josie Speck – Chair of Governors
Josie Speck – SEND Governor



East Riding Local Offer

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The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information and services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.

The East Riding Local Authority Local Offer can be found at:
<https://www.eastridinglocaloffer.org.uk/>

The Local Offer is a way to make it easier for you to find out about services and support available to children and young people from birth to 25 years with special educational needs and disabilities (SEND). Information and support is separated into 6 sections, [Education](#), [Health](#), [Care & Support](#), [Leisure](#), [Money](#), and [Adulthood](#).

Visit https://east-riding-self.achieveservice.com/service/Look_Ahead to sign up to their service and newsletters.



Patrington

CHURCH OF ENGLAND PRIMARY ACADEMY