



Intent of SEND Provision

At St. Patrick's Catholic Primary School, with Christ as our guide and example we celebrate the uniqueness of the individual. We believe that our pupils with Special Educational Needs and Disabilities (SEND) have an equal right to an education that enables them to develop fully. Through our quality-first teaching, planning, provision and our high quality assess, plan, do and review procedures, we aim to:

- Provide early identification of SEND
- Ensure that children have access to a broad, balanced and ambitious curriculum which is appropriately scaffolded through inclusive teaching
- Minimise barriers to participation in school life
- Nurture and support the relationship between teachers and pupils through mutual respect
- Build positive partnerships between school and families as a key role in supporting the child
- Develop children's independence
- Regularly monitor the progress of pupils and review outcomes
- Create Pupil Passports that are tailored to the child's needs
- Work cooperatively with external agencies including the local authority to ensure a multi-professional approach
- Provide relevant training to staff members supporting pupils with SEND
- Have effective transition procedures to ensure continuity and support when joining, progressing through the school or moving on.

Implementation of the SEND provision

At St. Patrick's Catholic Primary School, supporting the SEND of pupils is a whole-school responsibility. Inclusion is a thread that runs through every area of the school. Through quality-first teaching, early identification and collaboration between leaders, teachers, support staff, external agencies and families, pupils with SEND will be supported to succeed through:

- A constant cycle of assess, plan, do review. Teachers will identify the needs of pupils as early as possible through observations, progress data and regular pupil progress meetings.
- An individual pupil passport will document the needs and provision for pupils considered to have SEND.
- Provision maps are created termly to highlight the additional provision being employed, intended outcomes, amount of time allocated and the frequency of sessions.
- Small group and 1:1 interventions are carried out to support specific subject skills, such as phonics, reading and maths, as well as skills for social and emotional development or communication skills.
- Pupils are supported to transition between year groups and key stages, especially when moving to secondary school.

Impact

As a result, children at St. Patrick's Catholic Primary school will:

- Feel happy, safe and cared for.
- Show confidence and resilience in the classroom
- Demonstrate high levels of engagement in activities
- Make progress from their starting points
- Develop independence and skills to support them throughout life