

St Pius X Catholic School



SEN Information Report

2025-26

SENDCO – Miss E Hudson

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or by e-mail at info@stpx.bwcet.com

St Pius X Catholic School, (part of the Bishop Wilkinson Education Trust) is a maintained mainstream school for students from the ages of 4 to 11 years. The school caters for students with a range of additional educational needs.

As part of the Children and Families Act 2014, all schools are required to provide a Special Educational Needs and Disability (SEND) Information Report to parents.

This report details how the school can support children and young people with Special Educational Needs and/or Disabilities and should be read in conjunction with the SEND Policy.

At St Pius X Catholic School we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care, and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We pay close regard to the key principles of inclusive education:

- Setting suitable learning challenges.
- Responding to students' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.
- Raising awareness of additional needs and creating an inclusive learning environment throughout St Pius X Catholic School

Admission arrangements for students with SEND

St Pius X Catholic School caters for students of all abilities, including those with identified learning difficulties and disabilities. If you would like your child to attend our school, you should discuss the suitability of our school as a primary placement with their current nursery or childcare provider and participate in a review with any professionals who work with your child. At the review meeting, should your child already be placed on the SEND Register, you and the professionals involved will discuss possible next steps or you may wish to contact the SEN department of your local authority. They will then advise you on what steps should be taken. The local authority will sign post parents to schools that can meet the needs of their child.

Parents/carers are welcome to visit St Pius X Catholic School, and this is especially important before making a decision about a placement. Once you make a decision about the school you would like your child to attend, you should inform the Local Authority of your first choice of school. Once the placement is agreed, we will work with you to support your child during the transition period.

For further information, please visit our School Admissions Policy and SEND policy located on our website.

Further advice and information is available from Miss Hudson on 01207 503604 or by e-mail at info@stpx.bwcet.com

The kinds of special educational needs for which provision is made at the school

Here at St Pius X Catholic School, we have extensive experience and training in meeting the needs of pupils in all four areas listed above. We offer successful placements for pupils with ASD, ADHD, Sensory Processing Difficulties, Downs Syndrome, hearing or visual impairments, health or physical difficulties, Speech and Language delays and difficulties, cerebral palsy, anxiety related difficulties, specific learning difficulties and other cognitive delays.

At St Pius X Catholic School, we utilise a 4 Wave system of provision for students with SEND. The rationale for this is that most students with additional needs can effectively be supported by Quality First Teaching (QFT) with adapted strategies to their provision in lessons and/or across the school site. We refer to this as Wave 1.

This inclusive approach is designed to support needs (diagnosed and undiagnosed) at the earliest possible opportunity and ensure that the limited resources available, for targeted intervention (Wave 2) and intense support (Wave 3), are able to be effectively deployed and monitored.

The nature of a wave system is that students can, and should, move up and down levels of provision according to their needs at any given time. Our ultimate intention is to identify needs, put effective provision in place and monitor progress to ensure that all young people are accessing the broadest and most balanced curriculum.

Identification and assessment of students with special educational needs

The school SEND policy and the arrangements to support students with SEN are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0–25 years, June 2014. The SEND policy is available on the school's website.

All students follow a broad balanced curriculum that is appropriate to their age and stage of development which is personalised to consider their needs and abilities.

Identification of new students transferring from another primary school or from nursery / childcare settings is through routine information collection, pre-school visits, nursery schools, outside agencies, parents/carers transition meetings, taster days, on transition days, parent meetings, EHCP meetings and updates.

All pupils entering the school at reception stage are assessed against the appropriate Early Years' Curriculum and throughout the school year these assessments are tracked and annotated within our electronic assessment system. Where a child has a support plan, short note or EHCP, further targets are in place as part of the individualised plan and these are

reviewed termly. Pupils will also undergo half termly assessments and tracking in key areas such as phonics. Weekly and half termly progress towards a pupil's targets is woven through teaching and learning across the curriculum.

The school is aware that needs may change over time and that additional needs may be identified in the context of a school setting which have not presented in the home or nursery setting. Similarly, as a child progresses through school, parents and carers could identify some additional needs that are evident at home but are not immediately evident within the school setting. This is where effective communication between home and school is vital if we are to achieve the best outcomes for each child.

Concerns about a student having SEND can be raised by any member of staff, any parent/carer or students themselves. Any concerns regarding students with special educational needs are made directly to the SENDCO. An initial analysis will be made and, if required, may lead to further specialist assessment before a decision regarding additional support is made. Your child could be given a 'Short Note' which outlines any area of their development that staff monitor over a short period of time before further action is considered. The students will be added to the school's SEND register and parents /carers /staff will be fully informed of any decisions made.

Assessment is a continuing process that can identify students who may have special educational needs. This is closely monitored. The school will measure children's progress by referring to:

- EYFS assessments
- Ongoing assessment in English and Math's
- Evidence from Teacher and Teaching Assistant observations and assessment.
- Their rate of progress from starting points or in relation to the standards set out in Age Related Expectations in the National Curriculum.
- Their progress against expected standards.
- Standardised screening or assessment tools.
- Progress in phonics and reading (Including Accelerated Reading)

Provision for students with special educational needs (regardless of whether they have a EHC plan)

At St Pius X Catholic Primary School, we ensure that all pupils, regardless of their specific needs make the best possible progress. Provision for students with special educational needs is a matter for the school. In addition to the governing body, the school's Head Teacher, SENDCO, class teachers and all other members of staff have

important responsibilities. All teachers are teachers of students with special educational needs and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all students' (Teachers' Standards 2012). Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision should they have a significant gap to their peers in one of the 4 broad areas of need.

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and /or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Our classroom teachers are responsible for SEND provision within the classroom and for providing Wave 1 – Quality First Teaching. This is the first and most important step in providing an appropriately differentiated, personalised and inclusive curriculum, and ensuring each child is recognised as an individual. We ensure that students with additional needs are supported through targeted use of Reasonable Adjustments to support curriculum access, reduced class sizes, additional and/or different teaching and learning approaches as well as intervention strategies. Class teachers retain responsibility for the progress of individuals and are at the centre of planning SEND provision with the SENDCO and any specialist staff involved with the child or young person.

Effectiveness of the school's provision for SEND students is evaluated through:

- Use of assessment data, lesson observations, case studies, book scrutiny, staff liaison and marking to measure progress in the classroom.
- Outcomes in pupil targets on Support Plans / EHCPs

- Senior leadership (SLT) monitoring and evaluation procedures across all departments.
- Discussion with teachers and Teaching Assistants.
- Discussion with pupils.
- Parental consultation and feedback.
- Discussion and feedback from SEND and LA / Health partners i.e. Educational Psychologists, School Nurse, CAMHS Practitioners, ASD advisory team, One Point Advisors etc.
- Successful and effective placements as evidence of school offer
- Mental Health and Wellbeing of pupils / improved wellbeing.

Assessing and reviewing the progress of students with special educational needs

- Progress is closely monitored through the school Arbor Assessment system in all subject areas. Teacher assessments for students are collated regularly in line with BW CET procedures. For students with SEND, these are analysed and should further intervention be required this will be addressed and typically students would be moved to Wave 2 – Short Term Intervention. Students will transition down the SEND Register if significant progress is being made.
- At St Pius X Catholic School all students on the SEND Register (Waves 1 – 4) are formally discussed and reviewed at the end of each term by the SENDCO and Class teacher. Teaching Assistants contribute to reviews and discussions and their knowledge of the child.

Inclusion

This process enables students' placement on the register to be fluid and based on progress/regression in relation to the broad areas of need. Additional support can be allocated or withdrawn based on individual circumstances. Any student movement across the SEND Register will be shared systematically with staff and parents at this point. Where a student is believed to require transitioning to/from Wave 3 (SENK) parents will be formally consulted in line with the Graduated Approach.

Where there is a significant escalation of need, a child can access referrals and assessment without progressing through all stages of the Wave system.

- All students' progress is continuously monitored by teaching staff across all

departments using their monitoring systems.

- Additional termly SEND consultations are offered for those students on Wave 3 and 4 of the SEND Register. This provides parents/carers a formal Interim Review opportunity to meet the SENDCO and review students' SMART targets associated with their SEN Action Plans. However, the school encourages very regular face-to-face, email or telephone contact and regular communication alongside this formal review process.
- Before the commencement of the Autumn Term, parents/carers of any child transitioning into school with a significant need or EHCP in place or pending will have received additional visits. St Pius X Catholic School staff will have engaged with and attended any SEND reviews in the Early Years' Nursery setting and have been part of any multi agency reviews to support transition. Pupils with SEND are offered enhanced transition meetings with EY support staff from their current setting to ensure they are well prepared for starting school.
- Annual Reviews of Education Health Care Plans (EHC plans) are calendared in accordance with Local Authority allocation. Parents, carers and professionals are invited to attend the Annual Review meeting to discuss progress and to be involved in target setting and agreeing upon appropriate intervention strategies to help the students both in school and at home. Staff are asked to provide updates in the meeting and are no longer requested to provide a written report prior to the meeting taking place. Parents are invited to prepare a report if they wish to do so. Other professionals are invited to forward a report or present at the meeting to ensure school facilitates professional input of all partners as much as they are able to do so. Where appropriate, pupil voice is sought and is taken into consideration. This could be in person, in picture or written form or via a parent or professional.

Approach to teaching students with special educational needs

- All students are taught in mainstream classes and Teaching Assistants are used in all classes to support Quality First Teaching.
- All class teachers adapt work to match the needs of all students in their class in order to enable them to access the curriculum more successfully. They employ a range of creative strategies to engage learners in all areas of the curriculum.
- When a student has been identified as having SEND, we will take action to remove barriers to learning and put effective specialist provision in place. Recommendations and strategies to enable access to the curriculum are made by the class teacher.
- Information on individual students and their individual needs is systematically provided to staff via professional reports and through class teacher / TA attendance in appropriate meetings and reviews. Classroom staff engage firsthand with the Learning Support Service, Educational Psychologists, CAMHS team, ASD Advisory Support, Teacher of the Deaf, Speech Therapists etc. so they are best placed to ensure provision meets the need of the

pupil.

- A range of literacy, numeracy and social interventions.

Adaptation of the curriculum and learning environment for students with special educational needs

Teaching – Adaptation of resources and learning materials by the subject teacher with the support from the SENDCO/TAs where needed.

In-class support – a team of TAs offer in-class support to identified students or groups of students across the range of subjects and abilities.

One-to-one and small group intervention – literacy, numeracy and social intervention programmes designed to support students' attainment are specifically aimed at students who are working significantly below ARE or those who have an EHCP in place / Targeted Support

Specialist equipment – any appropriate specialist equipment may be provided for the students for example, handwriting pen, sloping writing board etc.

Assistive technology – Accessed through the relevant agency, students in school with a hearing impairment that impacts day to day life and education have equipment such as microphones and transmitters. Students with visual impairment may have access to an iPad, kindle, magnifiers etc.

Physical environments – the school is an older building and does have some access ability restrictions however the school will do everything in its power to allow equal access. An accessible toilet/ changing bed is available in the main corridor. There is a ramped entrance via Classroom 1 to access the lower part of the building (Classes 1, 2 and 3) and the main entrance provides access to the school hall, offices, Classroom 4, whole school toilet facilities and the school library.

Additional support available to students with special educational needs

- Provision is allocated according to need and follows the 'Assess Plan Do and Review' process laid down in the revised Code of Practice 2014.
- In-class support.
- Accelerated reader programme.

- Reading/spelling/math's/social skills/ Sensory and Motor Skills intervention sessions.
- Small group work.
- Daily 1 to 1 reading programmes.
- Specific learning difficulties intervention (individual and group).
- Handwriting group. Penpals / Fine Motor Skills
- Friendship group / Getting Along Programme
- ASD specific groups.
- After school clubs (movie /dance/ art / multiskills)
- TA availability before school/ as pupils arrive to help with difficulties and organisational skills and those with difficulties with transitions.
- Opportunities for some pupils to have a soft start to the day or a session at the end of the day to regulate to ensure successful transition.
- Outside Agencies –the SENDCO has close links with outside agencies such as the Educational Psychology Service, the Local Authority Specialist Support Service, Health Needs Team, DAISY, MAIN, SENDIASS, Speech–Language, Hearing Impairment, Visual Impairment, School Health Team, Occupational Therapy Team and Autism etc.
- Mobility.
- Intimate care / toileting

Further in school support available for improving the social and emotional development of students with special educational needs comes from:

- SENDCO, class teachers and TAs
- School Mental Health Champion
- School Bereavement Lead – Rainbows
- School Counsellor – Susan Richardson
- Peer Mentors/ Buddies

- School First Aiders
- Educational Psychologist

Referrals can be made to these agencies as and when the need arises:

- Educational Psychology (EP)
- Children and Young People's Service (CYPS)
- Emotional Well-Being Team (EWT)
- Speech and Language Therapy Service (SALT)
- The Disabled Children Team
- Occupational Therapy (OT)
- School Nurse Service
- Social Services

All staff have completed the schools safeguarding and child protection training. To continue professional development, teaching staff, the SENDCO and/or LSAs attend additional training depending on the subject and areas of responsibility. The SENDCO also provides training for CPD.

Arrangements for consulting parents of children with special educational needs about and involving such parents in the education of their child

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be encouraged to play an active and valued role in their child's education. Parents and carers will be regularly updated on their child's progress within school, and information on their child's SEND progress. Parents and carers can request a meeting at any time and have direct access to the SENDCO via telephone, email or making an appointment at reception.

Arrangements for consulting students with special educational needs about and involving them in their education.

Young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help they would like to assist them to make the most

of their education will be elicited. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

- Students' views are gathered for reviews wherever possible, Education Health Care Plan or otherwise.
- Students take part in pupil voice activities at key points in their school journey
- Students are encouraged to celebrate their achievements during and at the end of intervention.

Transition Arrangements

Transition is carefully planned. To ensure successful transition from primary school, across the key stages and onto post 16 provision, the students and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

The SENDCO or Class teacher visits all secondary feeder schools or nursery settings, and where there are those with particular Special Needs, meetings can be arranged with their existing teachers and parents to facilitate a smooth transition. Additional transition visits are organised for small groups/individuals to familiarise students with the buildings, routines, school lunch hall, staff etc. to help reduce anxieties.

In the event of a complaint from parents /carers of students with special educational needs concerning provision made at school

- The first point of contact would normally be the student's Class Teacher or SENDCO.
- Initially an attempt will be made to resolve a complaint about SEN provision at school level. If the complaint is unresolved, then the person making the complaint is advised of their rights under section 23 of the Education reform Act to make a complaint. The governing body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authorities commissioned independent disagreement resolution service.
- Parents/carers can get support from Durham SEND Information Advice and Support Service

<https://durhamsendiass.info/>

<https://www.durham.gov.uk/education>

Durham' Local Offer can be accessed on the following link

<https://www.durham.gov.uk/article/3722/Welcome-to-Durham-s-Local-Offer>

Further advice can be accessed from IPSEA

<https://www.ipsea.org.uk/>