



SEND INFORMATION REPORT 2024-2025

This SEN information report outlines our contribution to the local offer for learners with Special Educational Needs and Disabilities (SEND). Governing bodies have a legal duty to publish information about the implementation of the school's policy for pupils with SEND. This information must be updated annually and must follow the requirements set out by the Department for Education (DfE) in the SEND Code of Practice. This can be found at the following web address:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

CONTEXT

Catmose Primary is an academy primary school in Oakham, Rutland. The majority of pupils are drawn from the county town of Oakham and surrounding villages, although many are attracted from a wider area including Leicestershire and Melton through parental choice. The most recent Ofsted report rated the Primary 'Good' in all categories. We offer a broad range of experiences beyond the classroom to build independence, resilience and leadership skills that are critical for success in adult life. More details on the Primary can be found via the website <https://www.catmoseprimary.com/>

We believe that great schools are not made by the buildings they occupy, but by the people who work within them. We are proud at Catmose to have both a committed staff and talented, hardworking pupils whose contributions make our school truly exceptional. Our primary aim is to encourage each pupil to become a mature, independently minded individual who has the necessary skills and knowledge to be of value to themselves and society. We know that every pupil is talented, so our role as educators is to ensure these talents are fully realised. To achieve this, we have high expectations of every pupil, emphasising the importance of hard work and doing one's best in every circumstance.

PRINCIPLES

In line with the principles of the Special Education Needs code of practice 2015, we believe that: all pupils should be able to access a curriculum which is appropriate for their individual needs. SEND pupils will be expected to make the same levels of progress as all other pupils. We will be expected to monitor and evidence this; the Federation will work in partnership with children, pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the Federation curriculum and part three of the individual's statement. Parents of pupils on the SEND register will be able to discuss the needs of their child with the relevant member of staff. All those with EHCPs will have a designated key worker within the Primary; this would not replace health or social care key workers allocated by the local authority. Reviews and provision will focus on the long-term plans of the child to ensure a successful transition to adult life.

CONTACT INFORMATION

Role	Name	Contact information
Executive Principal	Stuart Williams	swilliams@catmosecollege.com
Head of School (Catmose Primary)	Kelly Jackson	kjackson@catmoseprimary.com
SENCO	Rebecca Hall	rhall@catmoseprimary.com

WHAT SEND ARE PROVIDED FOR?

Under the current Code of Practice (2014) there are four areas of need that special educational need can fall under. These are listed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or physical need

Catmose Primary is committed to the needs of all pupils, a proportion of whom will have special educational needs either throughout, or at some time during, their school career. The school aims to provide a broad and balanced curriculum for all its pupils, irrespective of their educational needs. The staff aim to adapt the curriculum organisation so as to minimise the effects of disability. Parents are encouraged to participate fully in decisions made regarding any special provision for their child.

HOW ARE PUPILS IDENTIFIED?

Pupils at Catmose are identified as having SEND when they have a significantly greater difficulty in learning than the majority of pupils of the same age and require provision that is different from, or additional to their peers for a significant period of time. Difficulties include:

- Little or no progress despite the use of targeted teaching approaches and differentiated curriculum;
- Working at levels significantly below age expectations, particularly in numeracy and literacy;
- Presenting persistent emotional and/or behavioural difficulties which have not been managed by appropriate strategies usually employed;
- Sensory or physical impairment that results in little progress despite provision of appropriate aids and equipment.

Before pupils join us at the Primary, the SENCO and early years teams spend time gathering information from all settings and discussing any additional needs. This includes attending annual reviews of pupils with EHC plans; thus, ensuring existing needs continue to be met. Our SENCO is contactable at parents' evenings and new intake sessions to discuss issues with parents.

When pupils join us at the primary an initial baseline assessment is made by the early years team. These assessments ensure that we have up to date information and data regarding any additional needs' pupils may have. This information is then monitored carefully throughout the EYFS to ensure that any issues are identified and acted upon promptly.

Identification in Year

The team at the Primary continuously monitor pupil progress following each period of reporting and identify pupils who may need additional support. Teaching staff may also identify pupils who have not responded to differentiated support and adaptive teaching within the classroom. Information from parents can also identify pupils as well as pupil self-referral. The Primary also uses information from outside agencies including educational psychologists and specialist teachers.

Once a SEND concern for a pupil has been identified, the Phased Support System Process begins and each phase usually lasts for 8 weeks. It is essential to evidence support implemented, set pupil SMART targets and review the progress made following the implementation of intervention.

This support system reflects the SEND Code of practice and forms part of the preparations for an EHC Plan assessment referral and once the request for assessment is submitted to the local authority, the process will take up to 20 weeks.

All pupils with additional needs are placed on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and pupil learning activities. Targeted interventions are planned and delivered where appropriate and this may include deployment of teaching assistants, small group or individual work to access a broad range of activities.

HOW ARE PUPILS WITH SEND ASSESSED?

Target setting is used for all pupils, including those with SEND; the same process as their peers is used. We use national expectations in respect of progress from EYFS to Key Stage 1 and Key Stage 1 to Key Stage 2. Where pupils access mainstream lessons, their progress is reported in line with the Primary reporting system. However, if subjects are accessed outside of year group expectations further details on the pupil's progress and attainment will be provided.

Academic progress and progress towards the key objectives outlined in the EHC Plan is also recorded in the annual reviews. We communicate progress to parents/guardians for all pupils, including those with SEND. Additionally, progress evenings are held during the year, when there is an opportunity to discuss progress, attainment and next steps for those pupils not making expected rates of progress. We also encourage email and telephone conversations and use Class dojo to keep an open dialogue between parents/ carers and the class teacher/ SENCO. The reports will show pupil progress against their target levels and RAG for routines for learning and prep. Our teams review the progress and attainment of all pupils and put intervention in place where needed. The effectiveness of the intervention is consistently monitored. We welcome the involvement of parents/guardians and want to keep them up-to-date and involved with their child's progress. Pupils with an EHCP, the class teacher acts as a key worker and will be a point of contact for both pupil and parents and will oversee pupil progress. The annual review procedure will be overseen by the SENDCO. We also provide information for parents through the website, newsletters, Facebook and Class Dojo.

HOW ARE PARENTS OF CHILDREN WITH SEND CONSULTED AND INVOLVED IN THEIR CHILD'S EDUCATION?

We ask parents to support us and their child by encouraging them to fully engage with their learning and any interventions offered;

- Initial visits to the Primary
- Helping them to be organised for their day

- Attendance rated as good or outstanding (96.7%)
- Completion of prep
- Attending progress evenings
- Attending annual review meetings for pupils with EHC plans
- Checking and signing support plans where applicable
- Parental representation on the governing body

As part of the setting's Quality Assurance procedure, the SEND provision is reviewed and parents/guardians are encouraged to complete and return the questionnaire. Parents are also encouraged to contact any member of the Primary team.

HOW ARE PUPILS WITH SEND CONSULTED AND INVOLVED IN THEIR EDUCATION?

Pupils are asked their views about their education regularly by attending review meetings and are encouraged to share all experiences with their class teachers. Pupils are encouraged to take part in School Council, interviews for prospective staff, regularly review their work in lessons, contribute to reviewing and reflecting on their learning and achievements and discuss checkpoint reports with keyworkers. All pupils complete a survey annually.

HOW ARE PUPILS WITH SEND SUPPORTED THROUGH TRANSITION BETWEEN PHASES IN EDUCATION?

We support pupils moving between phases of education. Transition arrangements are adapted to individual children's needs and may range from the new intake sessions to a tailor-made programme. We want to ensure that transition is as smooth as possible for all pupils. Before they join us in the Reception Year, the EYFS teams and SENDCO spend time carefully gathering information from all settings to discuss any additional needs including attending annual reviews of pupils with EHC Plans. This helps to make sure existing needs continue to be met. The SENCO is contactable at the new intake evening and parents' evenings to discuss issues with parents.

Our approach to teaching is that all pupils, including those with SEND needs, should be able to access a curriculum which is appropriate for their individual needs. SEND pupils will be expected to make the same levels of progress as all other pupils. We closely monitor and evidence this; the Primary will work in partnership with children, pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the curriculum.

WHAT IS THE APPROACH TO TEACHING PUPILS WITH SEND?

Staff receive advice and training on how to support SEND pupils in accessing the curriculum and supporting progress. A whole-school inclusive classroom approach has been created and work within lessons is adapted with teachers adopting different teaching styles in order to support pupils. Stages of support are outlined in our waved approach document which is available to all staff. Where appropriate, a teaching assistant may also be deployed to enable the pupil to access the curriculum and develop strategies for independent learning. Some pupils may have a bespoke timetable and small intervention groups may also be used to support pupils with low literacy or numeracy. There is also a range of technology which may be used by pupils with in the classroom to support learning. Pupil identified needs outlined in the EHC Plan are delivered during the school day as small group work or a 1:1 session, only when applicable.

WHAT ADAPTATIONS ARE MADE TO THE CURRICULUM AND ENVIRONMENT TO SUPPORT PUPILS WITH SEND?

To support children with SEND the following additional support may be put in place.

- School support plans;
- Small teaching groups with additional adults deployed sensitively
- 1:1 teaching for short periods when appropriate
- Recognised Speech and Language development programmes; Blanks Questioning, Language for thinking
- Handwriting support;
- Numeracy support;
- Emotional Health and Wellbeing support;
- Social Skills Strategies.
- Learning mentor, who is Mental Health First Aid trained
- ELSA
- Sensory regulation and postural support groups

Adaptations that can be made to the physical environment are detailed in the accessibility plan which fits within the Federation Health and Safety Policy.

HOW DOES CATMOSE PRIMARY SUPPORT IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT?

We pride ourselves in providing a high level of intervention to support and guide pupils. We have a wide range of staff to support pupils and to address additional needs they may have, including pupils with SEND. This includes class teachers, teaching assistants, Head of School, Deputy Head of School, Learning Mentor, ELSA and SENCO.

The Head of School, Deputy Head of School, SENCO and Learning Mentor have the responsibility for Looked After Children and safeguarding who would support all pupils, including those with SEND, through the PEP meetings, social services and liaison with the local authority. We also work closely with a number of external agencies for example the CAMHS, SALT, Autism Outreach, Social Emotional Link Teachers, ADHD solutions, Educational Psychologists, social care, school nurse, occupational therapists, physiotherapists, hearing Impairment service, vision support service and through the Rutland School Support Partnership.

WHAT PROVISIONS ARE MADE FOR PUPILS WITH SEND TO ACCESS ACTIVITIES AVAILABLE TO CHILDREN WITHOUT SEND?

We have an extensive range of extracurricular clubs including music, drama, sport, art and trips that are open to all pupils through our electives programme, including pupils with SEND. They are also able to access specialist sporting events and activities.

WHAT SPECIALIST STAFF ARE AVAILABLE AND WHAT RESOURCES CAN BE ACCESSED FOR A PUPIL WITH SEND?

The Primary has a SENCO who is fully qualified with The National Award for SEN Coordination and the Senior Mental Health Lead Award. They also manage interventions. Training is provided to all staff, including teachers and teaching assistants, as the need arises. We have a comprehensive range of training sessions that are offered to all staff allowing for opportunities to further develop skills. We have strong continued professional development (CPD) and actively encourage staff to further their

professional development. Staff who are new to the Primary follow an induction programme which includes training and information on SEND. We also have a Learning Mentor, who is Mental Health First Aid trained and can be called upon to support pupils when needed. We can also call on the support from specialist organisations from within the Local Authority, including the School Support Partnership, as and when the need arises. Some of the outside agencies that may be used are: Autism Outreach, Speech & Language, Educational Psychologist, SEMH link teacher.

HOW IS THE EFFECTIVENESS OF PROVISION FOR CHILDREN WITH SEND MONITORED?

All pupils, including those with SEND, are assessed on a regular basis, in accordance with the Primary Assessment Policy. Teachers continually assess and review pupil progress and attainment informally with key tasks and a key assessment is given once a year. All pupils with an Educational Health Care Plan have an annual review.

WHAT POLICIES CAN I READ TO GET MORE INFORMATION?

This information document should be read in conjunction with the following policies:

- SEND
- Admissions
- Data Protection
- Medical
- Complaints

WHAT IS THE LOCAL OFFER AND WHERE CAN I FIND INFORMATION ON THIS?

The Local Offer publishes information about services that are available for children and young people (aged 0-25) with special education needs and disabilities. For more information on SEN provision please refer to the Rutland County Council website.

HOW ARE CHILDREN IN THE CARE OF THE LOCAL AUTHORITY, WITH SEND SUPPORTED?

The Head of School, Deputy Head of School, Learning Mentor and SENCO have the responsibility for Looked After Children and safeguarding who would support all pupils, including those with SEND, through the PEP meetings, social services and liaison with the local authority. We also work closely with a number of external agencies for example the CAMHS, SALT, Autism Outreach, Social Emotional Link Teacher, ADHD solutions, Educational Psychologists, TAF, social care, school nurse, occupational therapists, physiotherapists, Hearing Impairment service, vision support service and the School Support Partnership.

WHAT IS THE COMPLAINTS PROCEDURE?

If parents/guardians have a complaint this should be directed in the first instance to the class teacher who may refer your concerns to a more senior member of staff if needed. Alternatively, parents/guardians may choose to contact the SENCO. If there continues to be cause for complaint parents/guardians can address their concerns to the Principal in line with the Federation Complaints Policy.