

*'Love one another as I have loved you'*

## **St Nicholas Catholic Primary School**

### **SEND Information Report**

“Love one another, as I have loved you.”

At St Nicholas Catholic Primary School, we believe that every child is a unique and precious gift from God, created in His image and deserving of love, respect, and the opportunity to flourish. Guided by our Gospel values and our school mission — 'Love one another, as I have loved you' — we are deeply committed to inclusion and equality of opportunity for all.

We recognise that some children may need additional support to achieve their full potential, and we are dedicated to identifying and meeting these needs as early as possible. Our approach ensures that every child, including those with special educational needs and disabilities (SEND), experiences success, belonging, and joy in their learning.

This SEND Information Report sets out how we support children with SEND in line with the Children and Families Act 2014 and the SEND Code of Practice (2015). It explains:

- How we identify and assess children with SEND;
- How we plan, deliver, and review support using the Assess–Plan–Do–Review approach;
- How we work in partnership with parents, pupils, and external professionals;
- The training and expertise of our staff;
- How we monitor the impact of provision and ensure progress for all;
- How we make our school and curriculum accessible to everyone;
- The support available during key transitions and at times of change.

At St Nicholas, we believe inclusion is the responsibility of every member of our community. We strive to nurture the whole child — academically, spiritually, emotionally, and socially — within a caring environment where faith and learning grow hand in hand.

## **Key Contacts for SEND**

Our Special Educational Needs and Disabilities (SEND) team ensures that all pupils receive the support they need to thrive academically, socially, and spiritually.

SEND Team : Mrs J Burns, Miss F McAndrew & Mrs G McGrath  
SEND Governor: Mr S. Piangiani

Email: SEND@stnicholasprimaryleeds.org.uk  
Telephone: 0113 293 0318

## **Identification and Assessment of Children with SEND**

Children may be identified as having special educational needs and/or disabilities (SEND) through a variety of ways, including teacher observations, assessment data, discussions with parents, and input from external professionals.

A child is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made. This includes children who:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities provided for other children.

The four broad areas of need are:

- Cognition and Learning (e.g. general or specific learning difficulties)
- Communication and Interaction (e.g. speech and language difficulties, autistic spectrum conditions)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs (e.g. visual, hearing, or physical impairments)

Teachers, parents, and the SEND team work together to identify and understand each child's needs, using a range of assessments, observations, and consultations with specialists such as speech and language therapists, educational psychologists, or occupational therapists.

## **Graduated Approach: Assess – Plan – Do – Review**

At St Nicholas Catholic Primary School, we follow the graduated approach outlined in the SEND Code of Practice (2015) to ensure that every child's needs are identified and supported effectively.

1. Assess – Class teachers, together with the SEND team, regularly assess each child's progress and attainment. Where concerns arise, additional assessments and professional advice may be sought.
2. Plan – Once a need is identified, an Individual Provision Map (IPM) is created in consultation with parents, staff, and where appropriate, the pupil. This plan outlines key targets, strategies, and support.
3. Do – Class teachers remain responsible for the progress of all pupils, including those with SEND. Support is delivered through high-quality teaching, targeted interventions, and additional adult support where required.
4. Review – Provision is reviewed half-terminally by staff and formally with parents three times a year, led by the SEND team. IPMs are updated to reflect pupil voice, progress, and next steps.

This ongoing cycle ensures that provision remains responsive and effective, helping every child make meaningful progress both academically and personally.

## **Staff Training and Continuing Professional Development (CPD)**

High-quality teaching for pupils with SEND begins with skilled and confident staff.

Our approach to professional development is both responsive and preventative. We provide regular in-house CPD, led by the SEND team, alongside external training opportunities.

Our SEND team, Miss F. McAndrew and Mrs G. McGrath, are both completing the NPQ for SENDCo qualification and work collaboratively as part of the St Anthony's Network for SEND, sharing good practice across partner schools.

Recent and ongoing training includes:

- MindMate emotional wellbeing and mental health sessions
- Autism awareness and strategies training
- Weekly Speech and Language Therapy (SALT) input
- Biweekly Communication and Language Specialist (CALs) support
- Trauma-informed practice training
- In-house SEND CPD delivered by the SEND team for all staff

The SEND team maintains an open-door policy, providing coaching and guidance to ensure inclusive, faith-filled practice across the school.

### **Pupil Voice and Co-Production**

At St Nicholas, every child's voice matters.

Pupil voice is formally gathered three times a year and contributes directly to the review and updating of each child's IPM. Pupils share their likes, dislikes, interests, and preferred ways of learning, helping staff tailor provision to their needs.

Strong relationships between staff and pupils mean that voice is also heard daily — through conversations in lessons and interventions — ensuring needs and ideas are acted upon quickly.

Some children receive extra emotional check-ins where needed.

Children with SEND also play a full part in our wider school life, contributing as Mini Vinnies, Chaplaincy members, Librarians, Sports Leaders, School Council representatives, Wellbeing and Eco Warriors, and Year 6 Prefects. Their voices shape both their own learning and the wider school community.

### **Monitoring the Impact of Provision**

Progress is measured through a combination of academic, social, and emotional indicators, depending on individual needs.

- Core subjects: For pupils where appropriate, progress in reading, writing and maths is tracked through summative assessment and intervention data.
- SEND reviews: IPMs are reviewed half-termly, updating strategies and targets.
- Specialist frameworks: For those working below age-related expectations, progress is tracked using B Squared, SENIT DJ, or the AET Framework.
- SEMH: The Boxall Profile measures emotional and social development.
- Intervention monitoring: Effectiveness of academic and inclusion-based interventions (e.g. Construction for Inclusion, Zones of Regulation) is evaluated using entry/exit data and feedback.
- Read Write Inc: Progress monitored for pupils receiving targeted phonics or reading support.
- Parent and pupil voice: Gathered termly to guide next steps.

Outcomes are discussed in review meetings between the SEND team and class teachers, and are shared with senior leaders and governors as part of our wider school monitoring cycle.

### **Transitions: EYFS, Internal and KS2 to KS3**

We understand that transitions can be times of change and uncertainty. We take care to ensure every child feels prepared and supported.

EYFS Entry:

- Nursery and home visits with parents and carers
- Stay and play sessions and staggered entry
- SEND team involvement in visits and nursery discussions
- Year 6 buddy system to welcome new starters

Internal Transitions:

- Handover of IPMs and review notes to next teacher
- Planning and discussion time at end of year for smooth transfer
- Two transition sessions for pupils to meet new teacher and class
- SEND team oversight to ensure provision continues consistently

KS2–KS3 Transitions:

- Meetings between SENDCos and receiving schools
- Additional visits and introductions to key staff
- Parent meetings to ensure shared understanding and support

Each transition is handled with care, collaboration, and faith, ensuring children move forward confidently.

### **Accessibility and Inclusion**

We are committed to providing a fully accessible environment where everyone is valued and included.

Our Accessibility Plan, reviewed annually and renewed every three years, outlines our ongoing commitment to:

- Improving physical access to the school and its facilities;
- Increasing curriculum access for all pupils;
- Enhancing information accessibility for pupils, parents and visitors with disabilities.

This plan is developed in partnership with the Leeds Local Authority and the Diocese of Leeds, and monitored by governors.

The full Accessibility Plan is available on our school website under 'Key Information → Policies.

## **Contact and Further Information**

For advice or support regarding SEND provision at St Nicholas Catholic Primary School, please contact:

Email: SEND@stnicholasprimaryleeds.org.uk

Telephone: 0113 293 0318

You can also access the Leeds Local Offer for information on services and support available across the city:

<https://leedslocaloffer.org.uk>

**Reviewed: September 2025**

**Next review due: September 2026**