



St Mary's Catholic Primary School



SEND Information report

<p>Who are the best people to talk to in this school about my child's difficulties with learning?</p>	<p>Initial concerns can be raised and discussed with your child's class teacher. School operates an open door policy and would welcome discussions with parents at the end of the school day. Additional opportunities are offered during parents evening for more in depth conversations. These concerns will then be discussed with the SENCO. However, parents are welcome to contact the SENCO for any other questions they may have. The SENCO for St Mary's is Mrs Hooper. Please phone the school office 0151 924 4447 if you want to make an appointment.</p>
<p>How do we identify young people with SEN and assess their needs?</p>	<p>In this school all learners, including those with special educational needs will have their needs met fully so that they thrive, make good progress and achieve high standards. St Mary's will ensure that pupils with SEND are included, treated as favourably as others, and given appropriate access to the curriculum teaching and learning. If a class teacher is concerned that a child in their class may have barriers to their learning, they will first make adaptations using quality first teaching approaches. The child's progress will be monitored closely and if there are further concerns, the class teacher will raise this with the SENCO. If there are still concerns, these will be discussed with parents. Further interventions will be put into place. Where barriers still persist, the child may be identified as SEND and support may be sought from external partners.</p>

Once a child is identified as having a specific SEND how will they be assessed?



If a child is identified as having SEND, St Mary’s will ensure that the child is assessed and observed against the four stages of the graduated response:

Assess

School will assess information available concerning the identified child to gain an accurate picture of the child’s needs. This will include the views of the class teacher, pupil, parents, external services and the SENCO and will take into account all factors in the context of the child.

Plan

The teacher, SENCO, parent and child will agree on interventions and support as well as expected outcomes. Then a pupil Profile and SEN Support Plan will be put into place to outline strategies that will be used in order to achieve specific outcomes. These plans will include:

- High quality teaching approaches that are effective in enhancing the pupil’s learning.
- Interventions to achieve specific targets and how they will be delivered and monitored.
- Highly focused support from a teaching assistant in class which should develop pupil independence.
- Multi- sensory resources to ensure access to curriculum or environment.

Do

Once the SEN support plan has been implemented, this becomes a working document which can be annotated on a regular basis to show progress towards outcomes and for new targets to be set. The class teacher remains responsible for working with the child on a daily basis and assessing the impact of the plan.

Review

Assessment of progress along with the views of the parent and child, should be used to review the overall impact of support. The class teacher will then revise the plan in light of any outcomes. SEND plans will be reviewed termly.

What adaptations are made to the curriculum and learning environment?

At St Mary’s we make the learning environment suitable for all children. Every class makes use of a visual timetable and other visual prompts to encourage independence. Further adaptations are made based on individual needs. For example: extra resources, use of ICT, specialist equipment, multisensory resources, work stations and use of interventions/adult support. Teachers will adapt their teaching to meet the needs of all pupils in their class. For example, tasks may be broken down into small steps and personalised learning outcomes utilised from SEND targets.

Expertise and Training of staff for pupils with Special Educational Needs

Training Needs are reviewed regularly and training. The SENCO engages with opportunities to share best practice and keeps abreast of current local and national initiatives and policies to support pupils with Special Educational Needs. Practitioners often support staff by providing training relating to specific needs. These practitioners may specialise in areas such as speech and language, occupational therapy, social communication, educational psychologists, school inclusion, complex needs, skilled medical practitioners, specialist nurses or paediatric specialists.

<p>How could my child get help in school?</p>	<p>In St Mary's we have adopted the Graduated Approach as outlined in the new SEN/D Code of Practice. If a child is experiencing a barrier to their learning, the class teacher will first make adaptations under quality first teaching. If barriers persist, interventions will be put into place to further support the child. At this stage, teachers will set targets for the child to achieve and monitor this termly. Where there are still concerns, the child may be identified as SEND. The SENCO will work with parents and external agencies to best understand and cater for the child's needs. A SEND plan will then be written with input from the pupil, parents, class teacher, SENCO and any external practitioners. Targets will be set which will be reviewed termly. If required, additional support and funding will be requested through an education, health and care plan (EHCP).</p>
<p>Who are the other people providing services to children with SEN?</p>	<p>The class teacher will be responsible for implementing your child's SEND plan. The SENCO will monitor this. Assessments and advice from external services will be sought where appropriate. Professionals could include: speech and language therapist, occupational therapist, educational psychologist, school inclusion services, paediatrician, specialist nurses, school pastoral worker, social and emotional professionals.</p>
<p>How will school let me know if they have concerns about my child's learning?</p>	<p>If the school has any concerns about your child's learning or behaviour you will be spoken to by the class teacher. This could be after school, on the telephone or at a booked appointment. Further concerns may be discussed with the SENCO and a plan will be made with your involvement to address concerns.</p>
<p>How will we measure the progress of your child in school?</p>	<p>Teachers assess children's progress every day in class through informal observation and work in books. There are also formal assessments each term. These are then inputted into the school tracking system to monitor progress. If a child is identified as SEN/D they will have targets identified to enable them to make progress. These targets may be discussed with the child, parents and the SENCO. Some targets may be based upon the child's social skills. These will be monitored termly by the class teacher and updated on a rolling cycle when the child has achieved it. These targets may be taken from b-squared. Parents will be informed termly about their child's progress towards these targets.</p>
<p>How will we support your child when they are leaving the school or moving to another class?</p>	<p>At St Mary's the children who will be joining school in the Reception year will be visited in their setting by their class teacher. They will then have an afternoon session with their new class. This is to become familiar with the EYFS staff and the classroom setting. Prior to the children's afternoon visit, parents/guardians will be invited to a parent's meeting. This is to meet their child's new class teacher, Head teacher, Office manager, support staff and SENCO if available. There will also be a chance to ask any questions.</p> <p>In Years 1-5 we have a class transition morning or afternoon in the summer term. This is for the children to move to their next class and meet their new teacher and support staff. As St Mary's is a small school, children are very familiar with different classes, school layout and staff which also helps transitions.</p>

	<p>For the children in Year 6 who are leaving school they will have transitions days or afternoons depending on the High school they choose. These will be arranged as required.</p> <p>Transition is addressed throughout the RSHE curriculum.</p> <p>For children with specific SEN/D, school will support any way possible with transitions and the SENCO is available for feeder schools to contact. We will also send any paperwork to schools when requested.</p> <p>An enhanced transition would involve transition booklets and additional visits to the receiving school. Meetings with the SENCO and the child's parents will be organised to ensure a smooth liaison with the next school's pastoral team. Schools will then share all the relevant information to key staff. Where there is a high level of need, the transition team from the LA may be involved in providing additional support.</p>
<p>How can I ensure my child receives quality provision?</p>	<p>St Mary's has a secure termly tracking system that is checked by the Head, Assistant Head and SENCO when appropriate. The SENCO will check each SEND child's tracking termly and address any issues.</p> <p>SEND children will have their progress monitored to see if the current interventions are making any impact under the Graduated Approach process.</p> <p>Required information is available on the school website. Parents can also request a meeting with the SENCO to discuss anything further.</p> <p>SEND provision will be monitored throughout the year by the SENCO who will also check that paperwork is up to date. Interventions will be monitored after there has been sufficient time to review impact on learning.</p> <p>The SENCO will also identify any training needs within the staff and arrange for this to take place.</p>
<p>How have we made all opportunities in the school accessible to children with SEN?</p>	<p><i>"ALL TEACHERS ARE TEACHERS OF SPECIAL NEEDS"(SENCOP 2014)</i></p> <p>All children will have access to the full curriculum regardless of need. If they are unable to access it fully with the other children, then changes will be made to allow them to participate to the best of the child's ability.</p> <p>No child will be left out due to a SEND. St Mary's is an inclusive school and adaptations will be made to ensure that all children can access the range of activities on offer including clubs and trips.</p> <p>Depending on the need there will be a variety of resources available to help children's learning and these will be accessed and used as required.</p> <p>Access arrangements will be made for the children by the Y6 class teacher as required. This will be done alongside the SENCO and will be backed up by evidenced work. School are supported to ensure access arrangements meet the required needs of all our learners.</p> <p>The school has a clear behaviour policy which promotes good behaviour and the school rules. There is a clear structure including rewards, sanctions, discussions to raise concerns with parents and a graduated response to</p>

	<p>consistent poor behaviour. Teachers ensure that all pupils understand our expectations.</p> <p>The school will adhere to the most up-to-date Equality Act 2010</p>
<p>How can I ensure that my child's emotional and social wellbeing is assessed and supported?</p>	<p>St Mary's takes the views of parents very seriously and ensures that we listen to any needs requested. We will endeavour to issue parents with questionnaires on a regular basis to get feedback on their views, opinions and concerns.</p> <p>A Pastoral Support Worker is available to support parents with any concerns they have regarding their child. This support can be accessed at half-termly coffee mornings or by speaking to Mrs Skitt in the office.</p> <p>If a pupil has a social or emotional issue, then the most important person to communicate with is the parent. The first point of call would be the class teacher to discuss what helps your child. The class teacher/SENCO will consider if any resources or support are required.</p> <p>CPD is an important aspect of the school in order to continually move forward and improve. Therefore, if staff training is needed it would be part of their development to ensure they have the capacity to support children's needs.</p> <p>At varying times school may need access to outside professionals. Parents will be informed this when requested.</p> <p>St Mary's follows the Anti-bullying policy which is made available to all staff and parents. (Policy on website)</p> <p>Any complaints should be raised with the SENCO. This can then be escalated to the head teacher and chair of governors.</p>