

Annual Special Needs Report to the Governors September 2023

SEN Co-Coordinator – Mrs Hooper

SEN Governor- Mrs Blanchard/Mrs Bovill

St Mary's Catholic Primary School is an inclusive school offering a wide range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health difficulties or sensory or physical needs.

All pupils at St Mary's Catholic Primary School receive Quality First Teaching. However, for some pupils it is recognised that further additional support may be needed to help them access the curriculum. The range of support deployed will be personalised to meet a specific individual's needs. A pupil's needs will be identified through thorough assessment by internal or, if necessary, external agencies and in accordance with the school's budget. We promote pupils working towards becoming independent and resilient learners.

If a pupil is not making progress with Quality First Teaching, then there may be a need for a class based intervention, a withdrawal for an intervention or a referral to the SENCO. The SENCO will gather information about the pupil from a variety of sources (teacher, pupil, parent, outside agencies). The SENCO will gain a picture of the pupils' needs, attainment, motivators, and how they respond to teaching approaches. Depending on need, a pupil may be placed on the Special Needs Register. If a pupil is placed on the Special Needs Register, then a Support Plan will be developed with defined outcomes. The views of the pupil and their parents will be given consideration at this stage. Support plans will identify targets for children to achieve and make use of a range of assessment tools eg b-squared. Targets will be updated and discussed with parents/carers on a termly basis. The SENCO may request further assessment from outside agencies and their advice and recommendations are included in the support plan. Parents will always be consulted with before the involvement of any outside agencies. Actions agreed take into account each pupil's strengths as well as their learning differences. The class teacher manages the plan and suggested actions. They are accountable for the outcomes and therefore will discuss with the SENCO if they feel the plan is not working. If resources are needed which would help progress then this could be arranged by the school depending on budgets. **Mrs Scott is the Safe Guarding Lead** and **Mrs Hooper is the SENCO**. They are available for parents and pupils with regards to any pastoral issues.

Formal parents' evenings are held in autumn and spring terms and in some cases annual review meetings. This gives the opportunity to discuss provision and progress involving parents and relevant external agencies. The impact of support offered is considered along with the progress towards targets set.

Training Needs are reviewed regularly and training provided if and when required. The SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and polices to support pupils with Special Educational Needs in SENCO Cluster Meetings. The SENCO works with Sefton SEN Consultants to deliver appropriate training to staff.

Complaints

Complaints from parents of pupils with SEN are dealt with in accordance with the School's Graduated Response. In the unlikely event of a parent being dissatisfied with the school's response to a complaint, the parents would be advised to follow the school's agreed complaints procedure.

Transition

At St Mary's the children who will be joining school in the Reception year will have an afternoon session with their new class teacher. Prior to the children's afternoon visit the parents/guardians will be invited to a meeting to meet the class teacher. There will also be an opportunity for parents to discuss any concerns or queries.

In Years 1-5 we have a class transition morning or afternoon in the summer term.

For the children in Year 6, who are leaving school, there will be transition days or afternoons depending on the High school they choose. These will be arranged as required.

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. For children with ASD, we can send photographs of the child's new class and staff or complete a transition booklet to help them prepare for the change. Depending on the chosen high school, they will also be entitled to an extra transition which may be supported by the local authority enhanced transition team.

Local Offers

The Authority's Local Offer is on the Sefton website and St Mary's Catholic's school information is on the school's website.

Please see St Mary's SEND in a nutshell document for an overview of SEND within school.