

Saint Mary's Catholic Primary School

Policies and Procedures

SEN Information Report 2018

All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

Our school vision statement is

“Learning to be, learning to know, learning to do, learning to live together”

Our aim is to nurture children, through the teachings of Jesus to become:

- Successful learners
- Confident individuals
- Responsible Citizens
- Effective Contributors

These values ensure that all members of the school community, (pupils, parents, staff, governors, outside agencies and the wider community) are committed to working in partnership.

Saint Mary's Catholic Primary School is a single form entry school with 189 children on roll, catering for children from 4-11 years old.

Key People

Head teacher – Mr S D Groarke

Deputy Head – Mrs S Rudd

SENCO – Mrs C Bethell (Until October 2018)

SEN Governor – Mrs S Buller

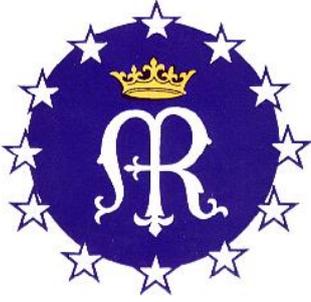
The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education Health Care Plans and those without.

Our last OFSTED inspection was carried out in January 2018 in with the school was judged as INADEQUATE.



Diocese of Nottingham





Saint Mary's Catholic Primary School

Policies and Procedures

- All groups of pupils, including disabled pupils, those who have special educational needs and those who receive the pupil premium funding, make good progress because adults understand their individual needs and provide tailored support for them.
- Pupils all speak positively about how much they enjoy and value being part of the school and this is evident in their smart appearance and their impeccable manners.
- Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer. The school promotes pupils' spiritual, moral, social and cultural development particularly well, and a strong pastoral programme ensures the all-round development of each pupil.

Our approach to teaching children with SEND.

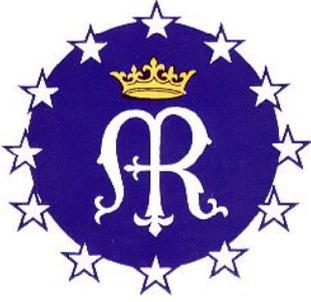
At Saint Mary's, we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet the individual needs and abilities.

- We have effective management systems and procedures in place for SEND, taking account the current Code of Practice (2014)
- We have successful communication between teachers, children with SEND, parents of SEND children, teaching assistants who run groups and outside agencies.
- We acknowledge and draw upon parents' knowledge and expertise in relation to their own child.
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development.
- We ensure consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.



Diocese of Nottingham





Saint Mary's Catholic Primary School

Policies and Procedures

The *New Code of Practice 2014* identifies four key areas of SEND

- Communication
- Cognition and Interaction
- Social, Mental and Emotional Health
- Sensory and/or Physical

Identifying the special educational needs of pupils

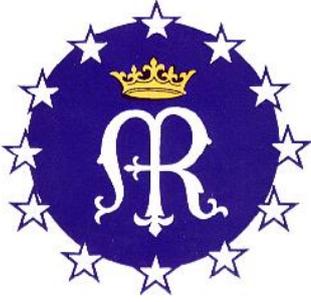
Saint Mary's Catholic Primary School knows that a pupil has an SEN in a variety of ways:

- Parents may inform the school prior to or during admission
- Outside agencies may contact the school prior to/during admission or whilst the child is a pupil at the school
- Class teacher may identify concerns in respect of progress or behaviour and the Senior Leadership Team and Teaching Assistants may become involved in a school based programme
- Behaviour tracking system to see if a child is continually struggling with their emotions and concentration
- It may be that the school seeks additional information from a screen by a specialist teacher, e.g.: a dyslexia assessment, or by outside agencies. (Educational Psychology, Behaviour Support Service, CAMHS, School Health, Paediatricians, Speech and Language Therapists).

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provisions to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided



Saint Mary's Catholic Primary School

Policies and Procedures

Who are the best people in school to talk to about my child's difficulties with learning Special Educational Needs or Disability (SEND?)

The Class teacher is responsible for:

- Monitoring the progress of all children and identifying, planning and delivering any additional help a child may need(this could be interventions, resources, additional support) and informing the SENCO and parents as necessary
- Individual Education Plans (IEPs)
- Ensuring the school's SEN policy is followed in their classroom for all the pupils they teach with any SEND and liaison with teaching assistants

SENCO (SEN Coordinator) Mrs C Bethell

Responsible for:

- Developing and reviewing the school's SEND policy and updating SEN Information Report annually
- Coordinating all the support for the children with SEND including outside agencies, staffing, resources and healthcare plans
- Ensuring that parents/carers are:
 1. Involved in the child's learning
 2. Kept informed about the support and its impact
 3. Involved in the review of child' progress and the next steps
- Liaising with all the other people who may be coming into school to support your child's learning
- Updating the school's SEND register and making sure records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible.

Head teacher – Mr S.D Groarke

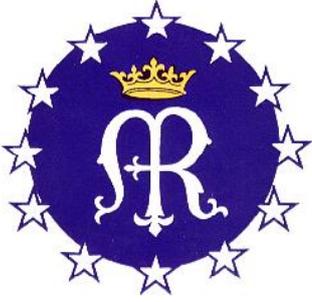
Responsible for:

- The day to day managements of all aspects of the school including the support for children with SEND
- Ensuring the Governing Body are kept up to date with issues relating to SEND
- To ensure that your child's needs are met and the allocation of responsibilities as above are conducted
- Make sure that the necessary support is given to any SEND child who attends the school and that they are included in all areas of school life.



Diocese of Nottingham





Saint Mary's Catholic Primary School

Policies and Procedures

What are the different types of support available for child with SEND in our school?

1. Class teacher input.

For your child this would mean:

- That the highest expectations are set for your child and all pupils in their class
- That all teaching is built upon what your child already knows, can do and understand.
- Different ways of teaching are in place so that your child is fully involved in learning, e.g. visual aids to support learning
- Specific strategies(which may be suggested by the SENCO) are in place
- Rigorous monitoring of progress and evaluation of any gaps.
- Specific group work: interventions which may run in the classroom or in another teaching area in school or outside in the grounds; run by a teacher or teaching assistant

(Intervention programmes at Saint Mary's include: Numicon; Talk Boost; fine motor skills work; extra Literacy support; Success@Maths; First Class Number; Every Child a Talker; 1-2-1 tuition; Sound Discovery; Positive Play.)

2. Specialist groups run by outside agencies e.g. Speech and Language Therapy or Behaviour Support.

3. SEN Code of Practice: School Support (SS):

- This means they have been identified by the SENCO/ class teacher as needing some additional specialist support from a professional outside the school. This could be from the Local Authority (e.g. Autism Outreach Team), or outside agencies such as Education Psychology Service.

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to understand your child's particular needs better and be able to support them more fully in school
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given the support. The school will then implement recommended programmes and strategies. The specialist professional may come back to review progress.

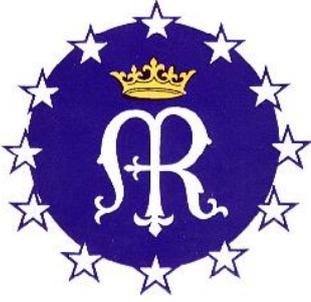
How can I let the school know I am concerned with my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. It is best to make an appointment to see them after school. If you continue to be concerned that your child is not making progress, you may speak to the SENCO, again making an appointment via the School Office.



Diocese of Nottingham





Saint Mary's Catholic Primary School

Policies and Procedures

How will the school let me know if they have any concerns about my child's learning in school?

- In Autumn and Spring Terms, you will have the opportunity to meet with your child's teacher at a Parents Consultation Evening. This will inform you how well your child is doing, areas to work on and ideas to help at home.
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to and record any concerns you have; plan any additional support your child may need including social and emotional support; discuss with you any referrals to outside professional to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Derbyshire LA, includes money for supporting children with SEND. Different children will require different levels of support in order to help them progress and achieve their potential.
- The Head teacher will decide on the deployment of resources and staff for children with SEND in consultation with the SENCO and governors, on the basis of needs in the school and children
- The Head teacher and the SENCO discuss all the information they have about SEND in the school including: children who are receiving extra support already and its impact; children who have been identified as needing extra support; children who have not been identified as not making as much progress.

Who are the other people who are providing services to children with SEND in this school?

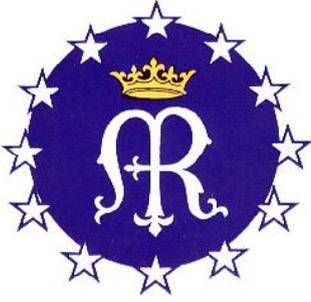
School Provision:

- Teachers are responsible for planning differentiated sessions to meet the needs of all pupils
- Teaching Assistants working with small groups or individual children under the direction of the class teacher
- Small groups for reading interventions; writing support; fine motor skills; Numeracy programmes
- Teaching Assistants offering support for social and emotional development through Positive Play
- The SENCO and Head teacher are trained in running and managing a Common Assessment Framework (CAF) , Single Assessment Process

Multi-agency Provision including Local Authority Provision delivered in school:

- Support Services for children with Special Educational Needs. (SSSEN)
- Education Psychology Service





Saint Mary's Catholic Primary School

Policies and Procedures

- SALT – Speech and Language Therapy
- Autism Outreach Service
- Behaviour Support Service
- Parent Partnership
- Special teachers for the hearing and visually impaired
- Multi- agency team
- Victoria Street Children's Centre

Health Provision in school:

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND – recommend interventions, strategies that may help
- The School provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the SENCO, SSEN service and other external agencies as appropriate
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class i.e.: Autism Outreach.
- Staff who are new to the school follow an induction programme which includes training and information on SEND.

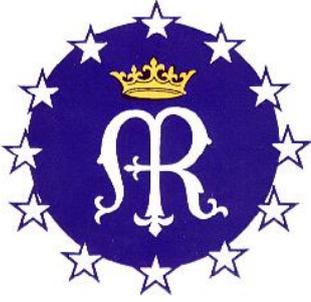
How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Staff use Provision Mapping to identify children who are not making required progress and highlight possible interventions and monitor the impact
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
 - Specific resources and strategies will be used to support your child individually and in groups- Numicon, Number squares, sloping desks, computer programmes, triangular pencils, coloured overlays, visual timetables



Diocese of Nottingham





Saint Mary's Catholic Primary School

Policies and Procedures

How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher

- Progress in Reading, Writing and Numeracy is formally assessed each term.
- Progress is monitored regularly by the Head Teacher, SENCO and Senior Leadership Team using the school's Tracking System
- At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally
- Where necessary, children will have an IEP based on areas of need identified. Progress against these targets will be reviewed regularly and future provision amended as necessary
- The progress of children with a Statement or EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision.

The SENCO will also check that your child is making good progress within individual work and targeted group work

- * Book scrutiny
- * Observations
- * Data analysis
- * Boxall Profiles (Social, Emotional, Behavioural difficulties)

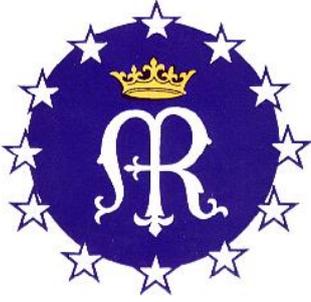
What support do we have for you as a parent of a child with a SEND?

- The class teacher is available before or after school to discuss your child's progress, any concerns you have or to share information
- The SENCO is available to meet with you to discuss any concerns or worries you may have (Please make an appointment with the school office)
- All information from outside agencies / professionals will be shared with you with the person involved directly, or where this is not possible in a report
- IEP targets will be shared with you
- Homework will be set so that it meets your child's individual requirements.
- If required a home / school communication book can be set up
- Links with the High Peak MAT team / Parent Partnership
- Link to the Derbyshire Local Offer through the school's website



Diocese of Nottingham





Saint Mary's Catholic Primary School

Policies and Procedures

How is Saint Mary's Catholic Primary School accessible to children with SEND?

- The School is fully compliant with DDA requirements within the limitations of the site.
- We have an up to date Accessibility Policy and Plan (see website)
- There is a disabled toilet area.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for children with SEND
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible

If your child is moving to a new school:

- We will contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child. If possible a meeting will be arranged prior to moving school
- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new class this can be made with them so that they can keep referring to it

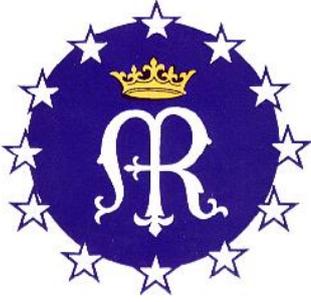
In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Saint Mary's
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it



Diocese of Nottingham





Saint Mary's Catholic Primary School

Policies and Procedures

How will we support your child's emotional and social development?

At Saint Mary's Catholic School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with Mrs Bethell (SENCO) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet' in the main entrance.
- At dinnertimes, play leaders run activities to support the children with social skills and this also ensures that everyone has someone to play with
- We also run weekly Positive Play Sessions

What is the local offer?

- The *SEND Local Offer* is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on: <http://www.derbyshiresendlocaloffer.org/>

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

Mr S.D. Groarke
Headteacher
September 2018



Diocese of Nottingham

