

St. Mary's CP School: SEN Information Report 2019-2020

Introduction

At St. Mary's Catholic Primary School the staff, governors, pupils and parents work together to make St. Mary's a happy, welcoming place where children and adults can achieve their potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum which is differentiated and modified to develop life skills and to give pupils self-confidence through their learning. This enables them to maximise their potential and develop their independence.

We are committed to narrowing the gap between SEND pupils and non-SEND pupils. This may include implementing a variety of intervention learning programmes which have been developed to personalise learning.

We have very good attendance as pupils want to come to school to experience high quality learning provision.

Special Education Needs and Disability Co-ordinator is Mrs Jane Chidlow.

She is responsible for the day to day management of pupils with SEND. She keeps the governors informed about any issues in the school relating to SEND. Class teachers have the responsibility for the progress and implementation of external advice for children with SEND.

Please call into school or phone 01946 66356 to make an appointment. (Usual working days are Tuesday and Thursday).

The Kinds of SEN

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction e.g. autistic spectrum disorder, speech and language difficulties.

Cognition and learning e.g. dyslexia, moderate learning difficulties.

Social, emotional and mental health difficulties e.g. ADHD.

Sensory or physical needs e.g. hearing impairments.

Teaching and Learning

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are **assessed against nationally set criteria** to check their progress across all areas of learning / subjects. On entry into the Early Years Foundation stage (EYFS) school staff carry out baseline assessments to all children, which helps us identify areas of learning which are a concern.

Throughout their time at St. Mary's all children are subject to rigorous and thorough assessment and staff track progress in Reading, Writing, SPAG, Phonics and Maths. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff also play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

Each class teacher provides quality first teaching, which enables most children to make expected progress. When a class teacher begins to suspect possible learning difficulties through daily observations of the pupil's abilities they liaise with the SENCO who offers advice and guidance on strategies to support the pupil. The SENCO and/or class teacher will meet with the parents at the earliest opportunity to alert them to any initial concerns. An effective programme of intervention will be set up and monitored by the staff and the SENCO to identify and fill in any gaps to learning. Interventions in school include: Catch-up Literacy, Reading Intervention, Nurture Groups, Maths Boosters. Teachers are responsible and accountable for the progress and development of all children in their class.

Pupils who are not making adequate progress are identified as having special educational needs. Children who have been identified as having additional needs or SEN will be recorded on the SEND register as needing SEN Support. Mrs Chidlow updates the SEND register each term. An **IEP (Individual Education Plan) or Learning Plan** is devised. This has SMART targets-Specific, Measurable, Achievable, Realistic, Timed. Strategies and interventions are identified on the Plans which inform staff and parents how the targets will be met. These plans are recorded on Edukey which is a school recording system. These plans are reviewed at least termly. The parent is invited to discuss this with the Class Teacher and contribute to the Plan. This is done on a termly basis. The child is also involved in this process. The plan is discussed with the child and they sign to say they understand and agree to work hard towards the targets.

The graduated approach to meeting the needs of these pupils will be implemented. This follows the four steps : assess, plan , do, review as set out in the Code of Practice.

If a child needs support additional to that provided by school then school may initiate an Early Help. Teachers are then supported by specialists from outside school who meet with the parents and school staff for review meetings at least annually. This

may be e.g. an Educational Psychologist or a specialist from the Speech and Language Therapy team, Sensory team, Occupational Therapists.

Adaptations may be made to ensure that all pupils' needs are met. This currently includes: differentiating the curriculum by grouping, one to one work, adapting content, adapting resources, using visual timetables, giving longer processing time, pre-teaching, reading instructions aloud, longer processing time, visual supports.

Each year group is provided with Teaching Assistants to provide support and challenge to individuals and groups of children. This support may include adult support during lesson time, small group work or individual intervention work. If support has been allocated to a child this will be identified on their Learning Plan.

St. Mary's provides training for teachers and teaching assistants as and when training needs are identified throughout the school year e.g. Autism training, training for children with hearing impairments. Support staff have experience in supporting children with a range of SEN e.g. ASD, emotional and behavioural difficulties, speech and language difficulties. The SENCO is currently working towards the National Award for SENCOs and is using staff meetings to cascade knowledge from this course.

All staff have completed First Aid for Children which includes use of Epipen. Medical advice is sought for children with medical conditions e.g. Epilepsy. The school keeps up to date medical records for children where appropriate and children who have specific health needs will have a Health Plan. These are kept in the office next to the Head Teacher's office. Copies of these records are kept by the class teacher. These are maintained and updated by the Health Care Plan Assistant, Mrs Susan O'Neill. When completing tests children with SEN receive appropriate support. They may qualify for additional time and complete the tests on a one to one basis or in a small group to help concentration.

The SEN provision map is used to show how staff are deployed. The IEP indicates the type of intervention a pupil is receiving, how often and by whom. Children with an EHCP have an individual timetable and have individual support where needed. Pupil's progress throughout school is recorded on a tracking system which is regularly updated. The school tracker – Insight- monitors progress for all children including pupils receiving the Pupil Premium as well as pupils with SEN.

Reviewing and Evaluating Outcomes

At St. Mary's we follow the graduated approach and the cycle of **Assess, Plan, Do, Review**. This helps the class teacher and the SENCO carry out a clear analysis of the pupil's needs as set out in their Plan. It also allows outside support to review the outcomes. Monitoring by the SENCO and senior Leadership team is carried out and pupils with SEND are monitored on the SEND register. Their records are kept in the office next to the Head Teacher's office. The school's flexible approach allows for children to access support and intervention as and when is necessary. Names can be added and removed from the register following consultation with relevant personnel.

Children with an EHCP will have a termly review of their needs and an annual review of their EHC plan. During this process, all agencies that are involved with the child are invited to attend a review meeting with the school's SENCO and the child's parents. During the review, the objectives set out in the EHCP are evaluated and any new targets needed are set.

Children with SEND have their needs reviewed termly with the class teacher and parents. The SENCO may attend this meeting if required. Targets are reviewed and the effectiveness of strategies and resources are considered. If needed, changes or new targets are made. Use of assessment intervention, pre and post intervention, are used. Teachers should try and incorporate the targets into their planning. Where it has been identified that a child's needs are not being met and additional support is needed the school will start an Early Help after consultation with the class teacher and parents of the child. Meetings are held with support agencies, parents and class teachers to monitor progress.

Accessibility and Inclusion

It is the aim of St. Mary's to make the school accessible to all.

There are disabled parking spaces available at the front of the school and a ramp leading to the reception area. Disabled toilets are available for wheelchair users and there is a room with a shower. There are ramps so that parts of the school are accessible to wheelchair users and these are used for meetings with parents and children when needed.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that class. The school provides a wide range of access to relevant resources to make provision for children with additional needs. Visual timetables and picture prompts are used to support children's access to resources and the curriculum. Activities and resources may be presented in different ways to suit the needs of individual children. Writing slopes and pencil grips are used by children with motor skills difficulties. When necessary, the school acquires new specialist

equipment needed for children with additional needs, especially when these are suggested or recommended by outside agencies.

Our school provides a wide range of ICT support and provision. The children have access to I-Pads, headphones, computers and each class has an interactive whiteboard.

The school's accessibility plan can be found on the St. Mary's website.

Resources are allocated to match the needs of children with SEND. The Head teacher decides on the budget for SEN in consultation with the Governors. The Head discusses with the SENCO where extra support is needed and allocates staff appropriately.

Working Together

All pupils are encouraged to participate fully in the life of the school and are expected to behave in a responsible and respectful way. Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Teachers plan lessons according to the specific needs of all groups of children in their class and they ensure that learning tasks are differentiated so all children can access their learning as independently as possible. Through thorough marking, using feedback and response, they are aware of their targets and what they need to do to improve. Support is tailored to the individual and pupils are invited to comment regarding their Learning plans.

At St. Mary's there is a Learning Mentor who works with all children in the school. She carries out the Kidsafe programme and works with small groups of children or individuals who may need support. She works with children to support their behaviour where this has been a cause for concern and she has attendance meetings with parents.

There is a School Council for pupils to contribute their views.

All year groups are represented on the School's Council.

Communication with Parents

At our school we operate an open door policy where pupils and parents are at the heart of the decision making.

The school promotes partnership with parents through termly consultations, the Head's newsletters, curriculum newsletters, annual reports, SEN reviews and informal discussions.

Parents can discuss their child with the class teacher at a time that is mutually convenient for both parties. The SENCO and Head are available and appointments can be made with them at a convenient time.

We have a zero tolerance approach to bullying and parents can access our Anti-Bullying Policy on the school website.

We like to think any issues you have can be resolved quickly and that our staff are approachable. However, if there should be a concern the process outlined in the school's complaints policy should be followed. The school's complaint procedures are set out in the school website.

Extra-curricular Activities

We are an inclusive school and the school offers a range of extra-curricular activities throughout the year. There is no charge for these. The clubs are available to all pupils in the designated age range for that activity.

All pupils are welcomed at the school's "Early Birds" morning breakfast club.

All pupils in Year 2 have been given the opportunity to take part in an overnight residential trip to Hawse End where the activities are suitable for all children to participate in.

All pupils in Year 5 and 6 are given the opportunity to take part in the school's residential visit to Robin Wood where the activities are tailored to meet the needs of all the children.

All pupils take part in planned curricular visits. Additional support is provided if needed.

Transition to Secondary School

Year 6 pupils visit their forthcoming Secondary School for taster sessions.

For children with SEN additional visits are organised by the SENCO. The SENCO will also arrange visits to other secondary schools to support families with their choice of school, to best meet their child's needs. The SENCO will arrange for extra support where needed e.g. Behaviour and Emotional Welfare Officer.

Staff from the secondary school will be invited to the annual review meeting in the year prior to the end of Key Stage transition. This ensures all staff are aware of the needs of the child and can make adequate arrangements in readiness for the transition of our pupils. Extra meetings with the SENCO from the secondary school are arranged when needed.

Copies of EHCPs and pupils' most recent IEPs are forwarded directly to the appropriate Secondary SENCO.

The SENCO will liaise with the local special school and arrange for parents to visit at any time if it is thought that their provision may be more appropriate, to meet their child's needs.

Help and Support Available for the Family

Mrs Chidlow is the SENCO and she is currently working on the National Award for SENCO. She can be contacted at school on 01946 66356. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice.

The SENCO is available to help with forms if this is required. Parents need to contact school to organise a mutually convenient time. The school can provide information about the Cumbria SEND Information, Advice and Support Services on request. (Previously known as the Cumbria Parent Partnership.) Our member of the team is Sally Godfrey who can offer impartial advice, information and support.

The monthly newsletter provides up to date information about forthcoming events or general useful information.

The school website provides information about all aspects of school life. If further information is required parents should contact the SENCO via the school office.

Cumbria's Local Offer for SEND can be found via St. Mary's website where access to the school's contribution can also be found.

This policy links to:

Accessibility Plan
Admissions Policy
Curriculum Policies
Inclusion
Educational Visits
Whole School Behaviour Plan
Complaints Procedure

These can all be found on the school website.

We hope this SEND Information Report is useful and answers any of the questions you have with regard to SEND. If you require any further information please contact the school.

Jane Chidlow November 2019