

# St. Mary's CP School: SEN Report 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 Disabilities 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 that are provided for:

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.

## Identifying pupils with SEN and assessing their needs:

*“A pupil has SEN where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to all pupils of the same age.” (Department for Education SEND Code of Practice 2015 Section 6.15)*

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.

Each year, 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, Support Staff and Parents also play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

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.

Class teachers will identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in other areas for example social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required we will look at desired outcomes, including the expected progress and attainment and will use this to determine the support that is needed.

## Involving Parents and Pupils:

Our school operates 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/carers are encouraged to communicate any concerns they may have about their child's progress with the class teacher. This should be discussed at a meeting that is mutually convenient for both parties. The SENCO and Head are available and appointments can be made with them at a convenient time. At the moment, due to Covid-19 restrictions, communication is via phone, email or Zoom calls.

At the meeting an overall picture of the child's development can be discussed and how best to intervene. The SENCO can be present if required. At this meeting everyone will understand the agreed outcomes sought for the child and what the next steps are. We will formally notify parents when it is decided that a pupil will receive SEN support.

Pupils will be included in discussions and will be asked about their strengths and difficulties.

## Assessing and Reviewing pupil's progress:

At St. Mary's we follow the graduated approach. This follows the four steps: assess, plan, do, review as set out in the SEND Code of Practice. (2015)

### Assess

Both formative and summative assessments will be used to identify any gaps in learning or understanding and levels of progress will be gauged. This will form the basis of any planned support. Parents/carers will be given opportunities to express opinions and concerns in a meeting with the class teacher. This may not mean the pupil will be recorded as having SEN but after repetition of the cycle this may be the case.

### Plan

Suitable interventions and support will be planned for within the class. This may include targeted short term programs or more differentiated work so the child can progress alongside their peers.

### Do

The planned actions will be carried out within a set time frame.

## Review

After a given a set time frame the outcomes will be reviewed and a decision will be made on how to proceed. This will be made including teachers, support staff, parents and pupils. Adjustments can be made to the plans as required and the process may be repeated so progress can be made.

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. This will be done in conjunction with the parent/carer and the teacher. 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 and Timed. Strategies and interventions are identified on the Plans which inform staff and parents how the targets will be met. These plans are reviewed at least termly. The parent is invited to discuss this with the Class Teacher and contribute to the IEP. 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.

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. 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.

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.

If after the school has taken these actions to support the child and expected progress has not been made an Education, Health and Care Plan (EHCP) assessment can be requested from the Local Authority (LA). This can come from school, parents or both. After the request has been made they decide if an assessment is needed. If the LA decide on an EHCP, they will compile the plan and outline the support the child must receive. If an EHCP is not given the school carries on with their support. The parents can appeal the decision.

Children with an EHCP must have an annual review where all agencies that are involved with the child are invited to attend a review meeting with the child's parents and school SENCO. During the review, the objectives set out in the EHCP are evaluated and any new outcomes are set.

## 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.

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

## 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 IEPs.

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.

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 in the school's complaints policy should be followed. The school's complaints 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 so all children can take part.

At this time, due to Covid-19 restrictions, these activities and visits are limited.

## 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.

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents should:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- more serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Complaints Committee of the Governing Body who will consider the complaint and respond within 5-10 school days.

This policy links to:

Accessibility Plan  
Admissions Policy  
Behaviour Policy  
Complaints Procedure  
Curriculum Policies  
Educational Visits  
Safeguarding Statement

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 2020