



St Mary's  
Catholic Primary School



### SEND Information Report- Dec 2023

This report contains information about the help and support the school can offer for children with special educational needs or who have a disability (SEND)

#### **What kind of Special Educational provision is made at St Mary's Catholic Primary School?**

The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014:

**1. Cognition and learning:**

This covers learning difficulties moderate (MLD) and severe (SLD) where support is likely to be needed across all areas of the curriculum; as well as profound (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. It also covers difficulties which affect one or more specific aspects of learning (SpLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- 2. Communication and Interaction:** Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- 3. Social, Emotional and Mental Health Difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**4. Sensory and/or physical needs:** This covers Hearing Impairment (HI) Visual Impairment (VI) Multi-Sensory Impairment (MSI) and Physical difficulties (PD). Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

#### **How the School identifies pupils with SEND:**

Children at St Mary's with SEND are identified in the following ways:

- **Monitoring:** Through the children's progress being continually monitored and reviewed by their class teacher formally every term. Children are assessed in reading, writing and mathematics. Children are also monitored by their teachers informally on a daily basis. Through this formal and informal monitoring, we identify if a child is not making expected progress/ has gaps in their learning, may need additional and different support.
- **Referrals:** Health services may consult with us regarding children with medically diagnosed conditions such as Autism or physical difficulties impacting on curriculum access.
- **New pupils:** If a child has joined from another school, we consult with them so we are aware of any additional needs that child may have.
- **Parental concerns:** If parents have any concerns about their child's development or think their child has special educational needs, they can speak to their child's class teacher or ask for an appointment to speak to the SENDCO.

#### **What happens when a child has been identified:**

##### **Records**

The SEN register is broken down into 3 lists: Tier 3, Tiers 1 and 2 and The Watch List.

Tier 3 is the formal register and accounts for the number of SEN children documented in the school. These children will have either a EHCP or an old statement equivalent, a specific diagnosis such as ADHD, ASC or a medical diagnosis such as epilepsy, or show a significant learning need, showing a 2-year gap between themselves and the ARE expectation for their age. There will be information from outside agencies which will help to produce a support plan for these children.

Tier 2 is a much more fluid list of children which may change termly depending on:  
The ongoing interventions taking place at any one point in time.

The identified needs within in the class.

The specific support given from outside agencies such as speech and language or physical therapy plans.

Tier 1 allows the school to be mindful of those children who have had interventions, or who have received support from outside agencies or whose parents have raised concerns but where they do not cross the threshold identified in the Graduated Response Tool (see below) to need specific intervention at this point in time.

### **Identification and management process**

When a need is identified the class teacher will follow a graduated response plan which will identify areas of need and from this termly targets will be created. They will be assessed and reviewed termly and continued if required. During this time the child will move onto the tier 2 list as they are receiving support that is additional and above that of their peers. This works in the same way for any child receiving any short term intervention. If no progress is shown, after two cycles of support, then outside support will be obtained for further advice. If the support from outside agencies leads to identification of a specific or significant need then these children will be placed onto Tier 3.

### **The Graduated Response Tool:**

The graduated response tool is used by both class teachers and the SENDCO. The tool follows 5 steps:

1. The Quick Checker- this allows professionals to quickly identify if there is a need in any of the 4 key areas (Interaction and Communication, Cognition and Learning, Social and Emotional, Sensory Processing and Physical). This also allows professionals to identify the area of most need if there are concerns in more than area. From this it is decided if further support is required and in which area. If further support is not required children will be placed on the watch list to be monitored.
2. When an area of need has been identified from the quick checker the professional will then assess the more detailed areas of need by grading a series of statements. They will then identify a more specific area for targeting.
3. When the specific area for targeting is known the professional will then complete the planning section and identify targets for children to complete.
4. These targets will be placed into a targeting sheet which will form an intervention or support children will receive. For each target there will be specific steps and actions that will lead to its success. These will have a measured outcome. During this time the child will be on the Tier 2 SEN list and parents/carers will be included in the dialogue around this.
5. When the intervention is completed it is reviewed by the professional. If further support is required, in the same or different area, then they will receive a second round of interventions supported by the Graduated Response process. If the support has been successful, then the child will be moved onto Tier 1 and be monitored. If

after two rounds of the Graduated Response the child has made no significant progress, then the SENDCO will be informed and advice will be sought from relevant outside agencies and parents/carers informed.

### **What specialist services and expertise are available at or accessed by the educational setting?**

The school can refer or sign-post parents/carers to specialist support for children as required.

These include:

- Speech and Language Therapists who support the work of TAs who deliver Speech and Language programmes under the guidance of the Therapist.
- Paediatrician usually directed through the family Doctor.
- Educational Psychology Service Cast who works closely with the school supporting the SENDCO and training staff as required.
- Physiotherapy Service.
- Occupational Therapy Service.
- Communication and Interaction Team.
- Children and Adolescent Mental Health Service (CAMHS).
- The School Nurse.

**Additionally:** If a family needs help, the school can access support for them through Early Help and the Integrated Children's Service.

### **How the school will support children in the education setting and through the curriculum:**

The school ensures that all appropriate adults are aware of children who have additional needs and that these children are given the right kind of support in order to make progress and fulfil their potential. This is managed by ensuring the following:

- Quality first teaching, with appropriate adjustments made for all pupils.
- Support given is reviewed formally at least every two terms (more usually termly) and provisions adjusted as necessary.
- The supported child feels valued and has good self-esteem and emotional well-being. To this end staff have been trained to adapt their approach to individual children to build self-esteem, well-being and enable them to make good choices.
- That the supported child feels successful in what he/she does by enabling them to appropriately access the curriculum according to their capabilities and particular areas of strength.
- That all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation)
- That all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- That where required staff have access to the use of additional adults, outside specialist help and/or specially planned work and resources.

### **Staff Development:**

All support staff have Attachment training to equip them with the appropriate skills to support identified children in the most appropriate way. The approach runs alongside the Catholic ethos of the school.

Staff training is continually reviewed and often bespoke to individuals, groups or classes. It ensures that staff have the skills and knowledge to provide best support.

- Examples of completed training:
  - TAs have received Speech and Language training and been supported by members of the external Speech and Language Team.
  - Training on supporting children with ASC.
  - Training on precision teaching to deliver high quality interventions.
  - Training on communication and Language development.
  - Attachment Based Mentoring undertaken by the majority members of the staff.
  - The use of colourful semantics to support children in the classroom.
- Further planned training:
  - Supporting Children with Executive functioning difficulties.

## **Parental involvement:**

### **Communication between the school and the parents.**

- Where a child's provision is a specific individual intervention a parent / carer meeting is held before commencement. This meeting is held to fully explain ways of supporting the child at home.
- The SENDCO meets with class teachers and TAs, if appropriate, three times per year to review the child's progress and to measure the impact of the provisions that have been put in place.
- The school fully involves families when writing Individual Education Plans, Support Plans, and when forming/developing care plans to meet medical and physical needs.
- EHCP's are reviewed with parents/carers, the SENDCO, class teacher and TA if appropriate at least three times per year. At these meetings, we discuss how the child is in school and targets are reviewed.
- Support Plans are for children who are finding it difficult to manage their behaviour. These are reviewed with families, relevant staff and the child.
- The school welcomes parents dropping in to receive updates and gain additional support as/when required.
- The school also has a pastoral support worker who works closely with our families to offer a wide range of support and advice.

The school offers an open door policy. Any parent is welcome to make an appointment to meet with their child's class teacher or the SENDCO at any time to discuss how their child is getting on. Such meetings can provide advice and practical ideas for how the parent can support their child at

home and/or provide updates and explore future options for how a child's specific needs can be met.

#### **How parents can get included:**

- In terms of parents/carers being involved in their child's education, the school encourages a close working relationship between them and the school on the basis that it is they that know their child best.

NB: There is a parent/carers group who organise events for the children and families, such as school discos, seasonal fairs, cake sales and barbecues. They are always looking for new members and everyone is very welcome.

#### **Child involvement:**

The school greatly values the active participation of young people in their education. This is facilitated by:

- Active involvement in planning and evaluating targets set in individual support plans, at least termly.
- Young people having an active involvement in the Annual Review process where their views are valued as an important part of the process.
- Where appropriate, personal interviews are conducted in school with children creating a Pupil Voice document.
- Pupil Voice is also facilitated by the school council.

#### **Inclusion:**

##### **Accessibility:**

- The school ensures that equipment used is accessible to all children regardless of their needs.
- Enrichment activities are extended to all pupils irrelevant of their needs
- The school takes advice from the Hearing and Visual Impairment Teams regarding seating positions of the children and any other reasonable adjustments they suggest.
- Equipment that is recommended by specialist agencies to support children is often purchased directly by the school.
- Where required, the school have used a translation service for meetings and parent's evenings where support in communicating with parents and collecting parent's points are needed

##### **Trips:**

- Every child is included in every aspect of the curriculum and the school aims for all children to be included on school trips. The school will provide the necessary support and ratios of staff to children to make this possible.
- Parents of children with specific disabilities or medical needs are consulted and an individual risk assessment is carried out as/when required.

- A risk assessment is carried out prior to any off site activity to ensure nobody's health and safety is compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

#### **Inter-school transfers and new arrivals:**

- The school encourages all new children to visit the school prior to joining us. For children with SEND we actively encourage a number visits.
- If a child with SEND is transferring to us from another setting, we will always endeavour to visit them at their current setting. If this is not possible we will liaise closely with the child's current setting to ensure a smooth transition.
- If a child has an Education Health and Care Plan or significant SEND, preparation for transfer begins in year 5. Parents / carers are encouraged to visit settings.
- The SENDCO can arrange additional visits and will accompany parents if required.
- The chosen school is then invited to the Year 5 Annual Review, along with any outside agencies involved in supporting the child
- When children with SEND are preparing to leave us for a new school, typically to go to secondary education, enhanced transition arrangements are put in place. Children are involved in their transition plan and, where appropriate, have input into the information that they want shared with staff at their new setting.

We liaise closely with all involved staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

#### **Support for Pupil Well Being:**

All pupils are encouraged to think and reflect on how they are feeling and are encouraged to communicate those feelings. They are supported in this by:

- An Attachment based approach across the whole school
- High quality PSHE lessons
- Specialist support for individual pupils
- School Council
- Pupil Voice

#### **Funding and Allocation of Resources:**

- A costed provision map is produced each year to show how the school's SEN budget is spread across the school.
- The school ensures that the needs of all children who have special educational needs are met to the best of the school's ability with the funds available.
- If a child's difficulties require a high level of support and/or specialised programmes that the school is not able to resource on its own, then the school will make every effort to access additional funding through an EHCP detailing the need and provision required.

In the event that school or family feels that it's resources cannot meet a child's special educational needs, then in consultation with the family, an application may be made for a Statutory Assessment of the child's needs, in order to have an Education, Health and Care Plan. This may enable the child to access a more specialist provision.

### **If parents are unhappy about the SEN support for their child:**

In the first instance any concerns should be raised with the child's class teacher.

- The class teacher will take the concerns seriously and as part of normal class work will personalise the curriculum and make reasonable adjustments to help your child.
- The class teacher will also undertake the 'quick checker'(graduated response tool item 1) to see if any area of need/additional need is identified. If this is the case targets will be set up and monitored to support the child.

If the child has not made the expected progress with adjustments in place

- A meeting will be arranged with the parent, the class teacher and the SENDCO. The child will also be involved in some of these discussions in order to involve them fully in their learning. In the event that this identifies the need for more complex arrangements to be put in place, the Senior Leadership Team will be involved in the discussions about the provision we can make for your child.

Where an Educational Health Care plan may be appropriate.

- This can be requested by the school or parent/carer.

Where there is no agreement

- If, despite our best endeavours, you are not happy with the provision we are able to make for your child then your concerns should be directed in writing to;

Liz Tompkins, Chair of Governors, at the school address

### **Who can be contacted for further information?**

Contact the school admin. team to arrange to meet

The Head of School: Mrs Claire Webber

The SENDCO: Mrs Jodie Veen

Who will willingly discuss any issues or concerns you may have.