



ST MARY'S CATHOLIC PRIMARY SCHOOL, AXMINSTER



SEND Information Report September 2024

Parent/carer questions	Key information	Links to SEND Code of Practice (2015)
School Policy and procedure		
What kinds of SEND do pupils in the school have?	<i>St Mary's Catholic Primary is an inclusive mainstream setting. The school successfully includes pupils with a wide range of SEND including difficulties with: cognition and learning; communication and interaction; social, emotional and mental health; and sensory or physical needs.</i>	The kinds of special educational needs for which provision is made at school
How do you know if a pupil needs extra help?	<p><i>The staff at St Mary's closely monitor the progress of all children in the school on a regular basis. The school tracks children's progress, and regularly assesses social and emotional development. At St Mary's children are identified as having SEND through a variety of ways including the following:</i></p> <ul style="list-style-type: none"> <i>• Liaison with the previous educational setting</i> <i>• Tracking information – is the child performing below age expected levels?</i> <i>• School based assessments carried out initially by the class teacher.</i> <i>• Further school-based assessments carried out by the SENCo where concerns raised e.g. Language Link or Dyslexia screening</i> <i>• Concerns raised by parents.</i> <i>• Concern raised by school staff.</i> <i>• Concern raised by pupil.</i> <i>• Liaison with external agencies</i> <i>• Health diagnosis</i> 	Information about the school's policies for identification and assessment of pupils with special educational needs
Day to day support		



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<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p><i>The school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom. It provides a wide range of additional support to enable children to achieve this. The curriculum may be adapted to meet individual children's special educational needs. It is recognised that some children may need additional or different provision for varying amounts of their timetable. The school uses a nurturing approach to support additional social and emotional needs and has a number of experienced TAs trained to deliver interventions & support.</i></p>	<p>The school's approach to teaching pupils with SEND</p>
<p>How will the curriculum be matched to my child's needs?</p> <p>Is there any additional support available to help children with SEND?</p>	<p><i>If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we may use the Devon Graduated Response Tool to document initial concerns and start to pinpoint areas of need.</i></p> <ul style="list-style-type: none"> • <i>Whenever concerns are raised, teachers and/or SENDCo will always work collaboratively with parents/carers.</i> • <i>A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have needs which: - a significantly greater difficulty in learning than the majority of others of the same age, and/or: - prevent or hinder them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</i> • <i>We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school.</i> • <i>The Devon Graduated Response Tool supports this by providing a clear pathway of identifying and assessing needs, planning and doing, and reviewing.</i> 	<p>How adaptations are made to the curriculum and learning environment</p>



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	<ul style="list-style-type: none"> • Resources are allocated throughout school according to the individual need of children. • The SENDCo monitors and evaluates the effectiveness of interventions and TA deployment in conjunction with the Senior Leadership Team. 	
<p>How will the school know how well my child is doing?</p>	<p>Most children with SEND have a SEND Support Plan which details the provision/interventions they are receiving in school, and their current targets for progress. These plans are agreed and reviewed termly in consultation with parents. Targeted support is set for individuals following appropriate assessments of their need. If required, discussions are held with parents and referrals may be made to outside agencies. In a few cases where a child has additional needs but does not require specific interventions, a Pupil Passport may be issued – this PP details the adaptations that are required to enable the child to access the curriculum/ school life more fully.</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>
<p>How will I know my child is making progress? How do you check on this?</p>	<p>In addition to parents' evenings, the school encourages informal conversations between staff and parents so that success can be celebrated and problems discussed at an early stage. Parents are seen as key players in ensuring successful support of children with SEND in school; regular contact is seen as important. Some children may have a home-school book to keep parents in touch with daily events and all children receive an Annual Report on their progress.</p>	<p>How the effectiveness of provision is evaluated</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>All children have the right to access all areas of the curriculum, including trips and the wider life of school. We work in conjunction with parents to support those children with additional needs, who may need personalised levels of support.</p>	<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>



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<p>How will you support my child's overall well-being?</p>	<p><i>All children access the P.S.H.E curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children also have access to nurture sessions outside of the classroom where this is deemed necessary. Children have opportunities to learn about internet safety, NSPCC PANTS rule and are always able to speak to staff. The school has a Designated Safeguarding Lead (Mrs Webber) and two Deputy Safeguarding Leads (Mr Meech and Mrs Fudger). School works in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. We will always work collaboratively with parents to make sure that children have a successful time at school. Pupil voice is sought routinely as part of the review process. Policies on Administration of medicines in school, Supporting children with medical conditions and our SEND policy can be found on our website</i></p>	<p>Support for improving emotional and social development</p>
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Involving families		
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>	<p><i>At termly parents' evenings, teachers discuss progress with parents and agree plans for extra support. The Head teacher and SENDCO are available at parents' evenings and meet with parents as necessary or by request. SEND children will have a SEND Support Plan agreed with parents. The plan will be reviewed regularly with all involved to ensure that the child is making as much progress as possible. Children with an Education, Health and Care plan (EHCP) will also have an annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children. At times of transition to other schools, additional meetings and support plans are put into place for children and their families. In all the above meetings the support of parents in their child's learning is welcomed and seen as an important part of helping the child make as much progress as possible.</i></p>	<p>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</p>
<p>How will my child be able to share their views?</p>	<p><i>The school engages pupils in decision making around their provision by involving them in reviews of their targets. We ask children for their views about learning and school life on a daily basis, and additionally for TAF meetings and Annual Reviews. Through daily informal feedback and more formal pupil conferencing pupils are able to express their views on their learning.</i></p>	<p>Arrangements for consulting with children with SEND and involving them in their education</p>
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p><i>We recognise the importance of ensuring a high-quality transition regardless of the stage.</i></p> <p>Pre-School to school</p> <ul style="list-style-type: none"> •Taster sessions 	<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>



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	<ul style="list-style-type: none"> • <i>New parent meetings</i> • <i>Staff communication with Pre-school</i> • <i>TAF (Team Around the Family) meetings if appropriate</i> <p><i>In-school transfers Arrangements for supporting pupils moving between phases of education</i></p> <ul style="list-style-type: none"> • <i>Move up days in school</i> • <i>Staff handover meeting</i> • <i>Enhanced transitions to further support children (Extra time in class, photo packs etc) if needed</i> <p><i>Secondary Transfers</i></p> <ul style="list-style-type: none"> • <i>Induction days</i> • <i>Staff communication with the secondary school</i> • <i>Transition information/passports</i> • <i>Enhanced transition days if appropriate</i> 	
<p>Staff skills and wider support</p>		
<p>What skills do the staff have to meet my child's needs?</p>	<p><i>CPD for staff:</i></p> <ul style="list-style-type: none"> • <i>Staff meetings</i> • <i>training sessions – in house/outside agencies</i> 	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p>



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<p>What specialist services are available at or accessed by the school?</p>	<ul style="list-style-type: none">• <i>Outside agencies such as school nurse training</i>• <i>Professional dialogues including Professional Consultations with Educational Psychologist & Advisory Teachers</i>• <i>Teacher training sessions – inhouse/outside agencies</i>• <i>Online training</i>• <i>Specially trained staff in school: Attachment Based Mentoring, Thrive practitioners</i>• <i>TAs trained from the Speech and Language team</i> <p><i>We work closely with a range of outside agencies including:</i></p> <ul style="list-style-type: none">• <i>Educational Psychology Service</i>• <i>Advisory Teachers for children with visual or hearing needs</i>• <i>DIAS</i>• <i>SALT (Speech and Language Therapy)</i>• <i>Communication and Interaction Team</i>• <i>Early Years Consultants</i>• <i>Nursery Plus</i>• <i>Early Years Complex Needs Service</i>• <i>School Nurse</i>• <i>Occupational Therapy</i>• <i>Physiotherapy</i>• <i>CAMHs (Child and Adolescent Mental Health)</i> <p><i>Help will only be requested from outside agencies after consultation with parents/carers.</i></p> <p><i>As a school we also work closely with a number of services from the Early Help arena such as Family Support Workers.</i></p>	<p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>
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	<p><i>The SENDCO at St Mary's has Qualified Teacher Status, has gained the SENDCO National Award for SEND and has experience of working with children with a variety of additional needs.</i></p>	
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p>	<p><i>The school allocates budget funds to provide smaller items of specialist equipment. If more specialist/larger equipment is needed then the school will liaise with outside agencies, such as the Occupational Therapists, to ensure that the right equipment is provided to school.</i></p> <p><i>St Mary's is fully compliant with Disability Discrimination Act (DDA) requirements. The school has easy access and double doors where appropriate. We have temporary ramps for wheelchair access when necessary. There is access to a disabled toilet and changing facilities. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. After-school provision is accessible to all children, including those with additional needs.</i></p>	<p>How equipment and facilities to support children with SEND will be secured</p>
<p>How will my child manage tests and exams?</p>	<p><i>Access arrangements for examinations</i></p> <ul style="list-style-type: none">• <i>Additional time</i>• <i>Scribes</i>• <i>Movement breaks</i>• <i>Discussions will be held with parents, class teacher and SENDCo regarding support in place and actions moving forwards</i>	<p>Information regarding access arrangements</p>



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Accessing advice and support		
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p><i>If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the SENDCo – please email jveen@stjohnstiverton.co.uk</i></p> <p><i>The school SEND Governor is Justyna Dzienniak and can be contacted on admin@stmarysaxminster.devon.sch.uk</i></p>	<p>Contact details for the Special Educational Needs Coordinator</p>
<p>What do I do if I'm not happy or if I want to complain?</p>	<p><i>Who can families talk to if they are worried?</i></p> <p><i>In the first instance, Families should talk to the child's class teacher if they have a concern. If further support is needed, then the SENDCo can be contacted. The Headteacher will also be available if parents are further concerned.</i></p>	<p>Arrangements for handling complaints from parents of children with SEND</p>
<p>Where can I get information, advice and support?</p>	<p><i>How does the school communicate with parents and carers and what measures are employed to ensure concerns are addressed?</i></p> <p><i>The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.</i></p>	<p>Contact details of support services for parents of pupils with SEND</p>
<p>Where can I find out about other services that might be available for our family and my child?</p>	<p><i>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. SEND Support Plans will be reviewed with your involvement on a 12 week cycle</i></p>	<p>The school's contribution to the local offer and where the LA's local offer is published</p>



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(termly). A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Where can the formal complaints policy be found and what are the key points?

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head teacher, who will investigate and report back on the results of the investigation. A copy of the school's Complaints Procedure is available on request from the school or can be found on the school website

How does the school signpost families to services that can provide additional support?

The SENDCo will be able to support parents further by signposting them to relevant services. The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. Their website address is: <https://devonias.org.uk/>

How does the school link to the LA local offer and how is this information made available to parents/carers?

The Children and Families Bill 2014 requires Local Authorities and schools to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs



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(SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area. Where can the LA local offer be accessed? The support provided by Devon Local Authority for children with SEN and disabilities can be found at <https://www.devon.gov.uk/education-and-families/send-local-offer/>