



St Mary's R.C. Primary School

SEND Information Report

The name of our SEND Co-ordinator (SENDCo) is Mrs H Shaw.

The Special Educational Needs and Disabilities Regulations 2014 require schools to publish certain information regarding their provision for pupils with SEND. We hope parents of current and prospective pupils find the following information helpful and we encourage parents/carers to contact school for more information.

At St. Mary's, we aim to offer excellence and choice to all our children., whatever of their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to participation and learning. We want all our children to feel that they are a valued part of our school community.

We identify and assess pupils with SEND using the following methods:

Children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below age related expectations
- Concerns raised by a parent
- Concerns raised by a teacher
- Liaison with external agencies e.g. for a physical/sensory issue, Speech and Language
- Use of standardised assessment
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at St. Mary's is a decision that is made by the Local Authority.

We evaluate the effectiveness of our SEND provision in the following ways:

- As a school we track and analyse the children's progress in learning against national expectations and age-related expectations on a termly basis.
- Class teachers continually assess each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using a variety of methods.
- Pupil Progress Meetings are held each term between each Class Teacher and the Headteacher, Deputy Headteacher and Subject Leaders. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed. Progress made in intervention groups is also discussed and next steps are established.

- We carry out a Wellcomm speech and language assessment on all children upon their entry to nursery and Reception. The assessment provides us with attainment levels and clear targets which are addressed through interventions. Children are re-assessed at key points to enable progress to be monitored: staff liaise with SALT when there are ongoing concerns.
- Where specific needs are apparent, the school will use standardised assessments to explore a child's strengths and difficulties in more depth.
- The Headteacher and Special Educational Needs Co-ordinator (SENDCo) report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDCo and attends briefing sessions. The governor also reports back to the Governing Body.
- Children's targets are reviewed on at least a termly basis as part of the graduated response (the assess, plan, do, review cycle). The targets for all SEND children are outlined on their provision map and outcomes and next steps are discussed with parents at termly 4+1 (person centred planning) meetings, where the focus is what we have tried, what we have learned, what we are pleased about, what we are concerned about and next steps.
- Verbal feedback from the child, the parent/carer and teacher to is used to build a wider picture.

Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

- Ensuring the child is making progress academically against their own personal targets and that we work towards narrowing the gap between them and their peers, demonstrating high expectations for all pupils.
- By reviewing child's targets in his/her provision maps and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEND register when they have made sufficient progress – parents will always be informed if this has taken place.

Our approach to teaching pupils with SEND includes:

- Quality First Teaching: at St Mary's, we place a strong emphasis on Quality First Teaching. We use the mastery approach in our curriculum and also implement a range of whole school strategies that are for the benefit of all children, including children with SEND, to help all pupils to be successful. Such strategies include visual timetables in every classroom, daily mindfulness sessions and the teaching of breathing techniques, plus the use of the Zones of Regulation.
- The class teacher will oversee plan and work with each child with SEND in their class to ensure the appropriate progress is made in every area.
- The SENDCo oversees the progress of all children identified as having SEND.
- Teaching Assistant (TA) may be assigned to a child or a group of children. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning. This is reviewed each term.
- The class teacher will meet with parents/carers formally each term to discuss your child's progress and the support they are receiving (in 4+1/Person Centred Planning meetings).
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCo to discuss support in more detail, if required. The SENDCo has weekly release time from class, usually on a Thursday.

- Individual provision maps will be shared with you and your child (age appropriate).

We adapt the curriculum for pupils with SEND in the following ways:

- Curriculum plans are available to parents on the school website. Teachers also communicate with parents/carers on a weekly basis via Tapestry (EYFS and year 1) or Class Dojo (Year 2 upwards) with a learning round up and a look into next week's learning, to give ideas on how parent/carers can support their child's learning outside of school.
- All learning activities are planned and differentiated at an appropriate level, so that all children can access learning according to their specific needs. When necessary, this might mean that work is individually differentiated.
- The class teacher alongside the SENDCo will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, use of ICT equipment.
- The SENDCo reports to the Headteacher and Governors regularly to inform them about the provision of children with SEND and how resources are being used. Information will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- The governors agree priorities for spending within the SEND budget, with the overall aim that all children receive the support they need to make progress. This will include resourcing appropriate equipment and facilities.

We listen to the voice of the child in the following ways:

- Discussion with child who has a provision map as part of their termly review (age appropriate).
- The views of a child with an EHCP are sought as part of their annual review (age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing.
- All children are given the opportunity to be voted onto the School Council, become a Caritas Ambassador, a member of the GIFT or Eco teams, a member of the Sports Council or to become a Junior Play Leader.

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

- All children are included in all parts of the school curriculum. We aim for all children to be included on Educational Visits, including the Year 6 residential. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs.
- A risk assessment is carried out prior to any off-site activity. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of lunchtime and after school clubs are provided. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

Some children find the lunchtime period challenging. Each child's needs will be considered on an individual basis.

The following emotional, mental and social support is available for pupils with SEND:

- St. Mary's is an inclusive school that holds a child's emotional and spiritual development as a priority.
- The Class teacher has responsibility for the pastoral, medical and social care of every child in their class.
- Miss V Johnson is the school's designated person for mental health.
- A child or small group of children may receive support from our Caritas school social worker.
- Teaching and learning support staff have undertaken attachment training to support them in working with children with attachment disorder.
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENDCo and Headteacher.

Staff have been trained in the following areas:

- The graduated response for SEND pupils
- Speech and Language Difficulties (Wellcomm)
- Attachment
- Language Friendly Classrooms and Social Communication in the Early Years
- Autism
- Using Social Stories

In addition, we use the services of the following specialists:

- Within the school we have a culture of sharing good practice and expertise, this enables us to ensure our staff have as much knowledge as possible supporting children with SEND.
- The learning environment is designed to support children with individual needs e.g. visual timetables, individual workstations as required.
- We work closely with any external agency we feel is relevant to supporting individual children's needs within our school including: Tameside Specialised Outreach Support Services/Pupil Support Services, GPs, School Nurse, CAMHS, Educational Psychologists, Paediatricians, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Children's services (including Early Help locality team, social workers) and specialist advisory teachers.

We currently have the following equipment and facilities to assist pupils with SEND:

- Accessibility policy
- Most areas of school are accessible by wheelchair: a ramp has now been built to facilitate access to the top playground.
- Accessible toilet facilities are available on the main corridor and in EYFS.

If you have specific access queries or concerns, please speak to us.

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

- You are welcome to make an appointment to meet with either the class teacher at any point in the year to discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Parent meetings take place at least three times a year for children with SEND.
- All children with SEND have an individual provision map that will show their targets. This is discussed with you on at least a termly basis and parents are provided with a copy.
- When a child's provision map is reviewed, comments are made against each target to show what progress the child has made. Parents are consulted to enable them to contribute to provision maps.
- If a child has complex SEND, they may have an EHCP. In such instances, a formal meeting will take place to discuss a child's progress and the EHCP will be reviewed at least annually. The team around the child i.e. the class teacher, SENDCo, parents/carers and any other professionals e.g. SALT will be invited to contribute to this process and attend the review meeting.

Our arrangements regarding complaints from parents of pupils with SEND are as follows:

- Talk to us – contact your child's class teacher about your concerns initially.
- If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo or Headteacher. Appointments can be arranged in person, by phone or by email.
- We ask that you follow the procedures outlined in the School Complaints Policy which is available on the school website.

We work with the following bodies to ensure the best possible provision for our pupils with SEND:

- Tameside Specialist Outreach Support Services
- Health Services including GPs, School Nurse, CAMHS, Paediatricians, Speech and Language Therapists, Occupational Therapist, Physiotherapists
- Educational Psychologist
- Children's services including Early Help Locality teams, Social Workers and Specialist Advisory Teachers.

Parents of pupils with SEND may find the following support services helpful, in addition to the school's provision:

- SENDIASS – Special Educational Needs and Disabilities Information and Advice Support Service
- MIND
- Off the Record – Counselling Service
- Winston's Wish – Bereavement and Counselling

We encourage parents of pupils with SEND to engage with Tameside's Local Offer, which can be accessed through a link on our webpage.

Our transitional arrangements for pupils with SEND include:

- We encourage all new children to visit the school prior to starting

- Some children are supported during transitional periods by external agencies such Tameside Specialist Outreach Support Service: this may involve creating 'Social Stories' with/for the children if transition is likely to prove challenging.
- For children starting in Nursery, school staff visit parents/carers and the child in their home prior to them starting school, or children and parents are invited into school to meet their teacher and familiarise themselves with the setting
- For children starting in Reception, the EYFS Lead and Headteacher hold a meeting for parents in addition to planning a visit for the children in the second half of the Summer term.
- Transition visits are carried out by the Reception Teacher for all the children who are starting in Reception at St. Mary's from private nurseries. These visits are made by arrangement with your child's nursery provider.
- Children attending St. Mary's Nursery visit other areas of school, including the Reception class, for transition activities planned for children who are transferring to Reception.
- We liaise closely with other settings and providers when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting.
- Transition between year groups and key stages within the school are dealt with as part of our annual programme of transition and handover to the next teacher.
- Year 6 transition meetings are held between our school and staff from receiving schools and parents.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically to aid transition for the more vulnerable pupils at the end of the primary stage of education.

Tameside's local offer, explaining what is available on a local authority basis, can be found using the following link:

<http://www.tameside.gov.uk/localoffer>