

St Mary's Catholic Primary School

SEN Information report

School Mission Statement

At St. Mary's Catholic Primary School we:

Live our lives as Jesus taught us

Work hard together to achieve our best

Respect each other and the world around us

Have fun and enjoy learning!

'Happy are those who hear the word of God and keep it.'

Luke 11:28

We at St Mary's Catholic Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress.

How accessible is the school?

- St Mary's Primary School is a small school with four classes. It benefits from a small intake of 14.
- St Mary's is accessible for wheelchair users, with sloped access. We are on two levels, although adaptations to teach downstairs are made, as required. The stairs to the upper level are wide enough to facilitate the use of a stair lift should this ever be deemed necessary.
- The school has a sloped wheelchair access at the front of the school, leading to the front office and main entrance.
- The school has one disabled toilet for wheelchair users, if required.
- There is ample parking for wheelchair users.
- There is a shower facility in school.
- We have access to resources and technology to provide educational provision for visually impaired pupils, such as lower case keyboards, ipads, keyboard specifically for visually impaired. We also have access to specialist teachers, as required.
- We have high visibility strips on the staircases to highlight end steps and matting and high visibility strips on entering and exiting the building.

- Information is on the school website.
- We have some technology to assist in pupils learning such as – lower case keyboards, ipads, keyboard specifically for visually impaired.
- A great variety of extra-curricular clubs are offered to pupils and an after-school club (to 5.45 pm) is available for all pupils. Parents pay for the sessions attended. Some before – school clubs are available too (from 8.00am.)
- The children line up before entering school each morning. This avoids congestion in the corridors or on stairwells.
- The school's website is kept up-to-date with information.
- Paper copies of the weekly newsletters are sent home to parents and uploaded onto the school website.
- Detailed termly RE newsletters are sent home to parents and uploaded to the website.
- Texts are sometimes sent home to parents for information or reminders.
- All relevant policies are uploaded to the school's website.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom.
- The school has a range of ICT programmes for pupils with SEN in addition to interactive whiteboards installed in every classroom. There is a set of iPads which are used by groups of children.
- Classrooms are 'child friendly' with resources labelled clearly.
- Visual timetables are used when appropriate.

The kinds of special educational needs for which provision is made at St Mary's Primary school.

- Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement.
- Our school makes provision for children whose needs fall into the following categories:
- **Cognition and Learning** e.g. dyslexia
- **Communication and Interaction** e.g. Speech and Language, autism
- **Social, Emotional and Mental Health difficulties** e.g. social skills, behaviour
- **Sensory and or Physical Needs** e.g. hearing impairment
- Our school has an experienced SENCo and the needs of the children are carefully considered and supported by Teaching Assistants as appropriate. Interventions are tightly structured and regularly reviewed.
- Each class has the benefit of at least one Teaching Assistant.
- Our teaching assistants have significant experience supporting children with different needs, including Autism and Downs Syndrome and they receive regular, appropriate training.
- Specialist teacher advice and assessments are sought, as required.
- We pride ourselves on working with a multi-agency approach and have excellent links with a wide variety of agencies, including PDVS, housing, Key Parenting, Speech and Language service, IDSS, school nurses.

- Teachers and Teaching Assistants who support children with specific needs meet regularly with specialist teachers from IDSS in order to be able to follow specialised programmes of work in school.

Children with medical needs

- The school supports children with medical conditions in line with the Statutory Guidance “Supporting Pupils at school with medical conditions” (April 2014).
- The school has a disabled toilet facility which is accessible for children with SEN or a disability. We make all reasonable adjustments where appropriate to meet the needs of all of our children.
- Parents of children with long-term conditions and special medical needs meet with the SENCo and key staff to discuss their child’s care and the management of their child’s condition within school. School will hold and attend TAF meetings at regular intervals.
- Care plans and school support plans are passed on to the relevant Class Teacher and a master copy is kept securely.
- The school nurse and other NHS professionals will access the school regularly, i.e. for Reception and Year 6 height and weight checks, Year 6 Health Questionnaires, puberty talks and to provide advice for staff with regards to pupils with long-term conditions and special medical needs.
- All staff have received asthma and Epipen training. We have numerous trained first aiders and paediatric first aiders. We have a defibrillator in school and staff and classes have received training.

How does the school know if children need extra help?

- At St Mary’s Primary School all children’s needs are regularly assessed.
- Regular pupil progress meetings are held.
- We have experienced staff who are able to identify pupils requiring additional needs
- The class teacher informs the parents at the earliest opportunity about any concerns or additional needs.
- We have appropriate provision maps and intervention programmes in place which reflect the range of support for individual children and groups.
- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support. Parents may contribute via the “working together for” document.
- The class teacher and the SENCO assess and monitor the children’s progress.
- Staff and SENCo receive training in all areas of SEND as and when appropriate.
- Additional time and/or access arrangements applied for, for pupils to access Key stage Two tests.
- Assessment can be broken down into smaller steps to aid progress and provide detailed and accurate indicators. PIVATS (Performance indicators for value-added target setting) are used to assess and inform target setting for pupils of all ages whose performance is outside national expectations.
- Specialist teachers are bought in from IDSS to assess and support pupils with specific needs.
- Half-termly pupil progress meetings take place between the Head Teacher and all class teachers to track, monitor and discuss pupils’ progress.

- The HT and SENCo discuss the progress of pupils with SEN regularly and review the provision map accordingly (e.g. deploying additional adult support and resources).

The school's arrangements for assessing and reviewing the progress of pupils with SEN

- Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map and in their intervention groups.
- All children's attainment and progress is assessed and reviewed each term in pupil progress meetings.
- SEN support plans are produced termly or half termly depending on individual pupil circumstances.
- All Support Plan targets are discussed and agreed with parents, at parents' evening meetings or in individual meetings; and with children as appropriate.
- Parents are asked to contribute to Working Together documents.
- Parents of children with statements (and EHC plans when they come into place at this school) are invited to annual reviews to discuss their child's progress and future support; they receive copies of all relevant paperwork concerning their child
- Pupils are also asked to make a contribution to the review when and where appropriate.
- We have an allocated governor for special educational needs who meets with the SENCo to report to the governing body.

How will the school staff support my child?

How will the curriculum be matched to my child's needs?

- The curriculum, having recently undergone a review, is well-organised and imaginative, providing effective learning opportunities for all pupils, including those with SEN. It promotes positive behaviour and safety, and the experiences contribute well to the children's achievement and to their moral, spiritual and cultural development.
- When planning and teaching the National Curriculum, all teachers set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.
- All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils who have attainments significantly above or below the expected key stage levels
- We believe in:
 - setting high expectations and provide opportunities for all to achieve
 - taking specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.
 - having due regard to our duties under the Single Equality Act of 2010
 - For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

- The Children and Families Act 2014 places a duty on our school to support children with medical conditions (supporting pupils with medical conditions – April 2014).
- We have individual healthcare plans for children with medical conditions. Where children also have SEN we co-ordinate their SEN needs with their healthcare plans.

Children with SEN

- We take account of the type and extent of a pupil's special educational needs in planning and in assessment
- We provide support for communication, language and literacy needs
- We plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- We plan to enable children to take full part in learning, physical and practical activities
- We help pupils to manage their behaviour, to take part in learning effectively and safely
- We help individuals to manage their emotions, particularly trauma and stress, and to take part in learning
- We engage the pupil in the learning process

Children with disabilities

- We ensure pupils with disabilities are able to participate fully and effectively in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. We make reasonable adjustments under the Single Equality Duties and ensure that pupils with a disability are not treated less favourably than others. The school also has an accessibility plan.
- All classes in our school are mixed age and mixed ability however children may be grouped according to their ability for some activities within their class. This allows children to access work at the correct level and to ensure effective teaching and learning. Teachers identify where adult support may be required. The teaching of phonics is one area where children are grouped according to their phase within EYFS and KS1. Assessments inform teachers of progress and teachers will move children between groups accordingly.
- Personal Emergency Evacuation Plans (PEEPs) are created for those children who require them.

What training have the staff supporting SEND had or what training are they having?

- Staff are consulted about their CPD needs and training is provided as appropriate
- Our experienced SENCO regularly attends the termly SENCo cluster meetings
- All staff are trained every year on Safeguarding/Child Protection – (Safeguarding Policy is available on the school's website)
- Staff undertake appropriate external courses provided by LA, as required.
- Key support and teaching staff are kept regularly up to date with First Aid Training, including Paediatric First Aid, to ensure staff are familiar with what action to take in the event of an emergency.
- The SENCo has attended a course for supporting pupils with medical conditions.
- Diabetes, Asthma and Epipen training have been provided by the School Nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

- Staff access Early Years training as required.
- Specific training is accessed as appropriate e.g. speech and language, Fast-Track Phonics.

How will my child be included in activities outside the school including school trips?

- All pupils are entitled to access a full and varied curriculum. Additional needs are considered at all stages.
- Full Risk Assessments and pre visits are carried out as required.
- Staffing ratios are adjusted accordingly.
- St Mary's has an After School Club. This has 16 places and runs from 3:15p.m to 5:45p.m.
- We offer Before School Clubs that run from 8:00a.m to 8:50a.m. We currently have tennis and gymnastics.
- Pupils will be supported to attend and reasonable adjustments made as appropriate.
- The school offers a range of other clubs that are held during lunch-times and after school. These are free and are run by Teachers and Teacher-Assistants. These clubs currently include eco-club, library and reading club, rugby club, prayer club, chess club, sewing club, computer club, homework club and dance club. A large variety of clubs enable choice.
- As a small school we are able to make sure all pupils make friends and encourage them to play well together. We have introduced a buddy system so that pupils who may have difficulties are helped to overcome them.
- We endeavour to provide a variety of visits and visitors to school to enhance learning.

What support will there be for my child's overall well-being?

St Mary's Primary School is a very nurturing environment. We are a school family and as a small school we know each other very well.

- Children in Year 6 take on extra responsibility, including helping to look after our new children and being voted as captains.
- All classes are represented on the School Council.
- We have a Buddy System to ensure that no-one is being left out on the playground.
- Behaviour is 'Outstanding' (Ofsted Report, June 2015.)
- Teaching assistants under the direction of the teachers and the SENCo work with groups of children to help with social, emotional and behavioural skills. This includes nurture groups and social games
- We have an anti –bullying policy which can be found on the school website.
- Lunchtime supervisors organise co-operative playground games.
- Playground Leaders play games with the younger children.

Information about how equipment and facilities to support children with SEN will be secured

- School aims to make learning accessible to all and in consultation with Governors endeavours to provide necessary equipment for individual children as the need arises.
- Children may need equipment to help them work and learn more independently, including:
- different types of pens, pencils and grips
- Fine motor skills resources including putty

- Laptops
- Coloured overlays or rulers for pupils with dyslexic tendencies
- Visual timetables and prompts
- Sloping boards
- Sitting cushions
- Fidget bracelets and toys
- Visual timers
- Readers and visualisers for children with visual impairment
- Large print materials for visually impaired
- Advice is sometimes sought from other specialists e.g. Speech and Language Therapists, Educational Psychologists, SEND advisers, Health professionals including Clinical Psychologists, Early Years Team. The advice from these professionals is used to inform teaching and learning. Strategies to be used are recorded using an SEN support plan.

How are parents involved in the school? How can I get involved?

Who can I contact for further information?

The school SEN policy and the school's contribution to the Local Offer are both published on the school's website.

Who do I contact if I have any concerns?	The school website also contains staffing information. Information is given at parents' evenings as applicable. SENCO is available to speak to parents on request in person or over the phone. SENCO keeps parents informed by letter as necessary. Open door policy offers parents with opportunities for help and advice.
How does school keep me updated about my child's progress?	Parents evenings (Autumn and Spring terms) Termly report Child's targets termly Open door policy School reports SEN support plans Achievement awards Celebration assemblies Informal discussions Home-school diaries
How can I give school feedback?	Parent meetings Via questionnaires Parent Governors (for parent governors refer to the governor section on our school website) Working together documents
What arrangements does school have for children with additional SEN support needs	Numeracy intervention (groups and 1:1 TA or teacher support)

other than those with a statement (EHC plan)	Literacy intervention (groups and 1:1 TA or teacher support) Fast track phonics Extra reading sessions Fine/ gross motor skills intervention Speech and language intervention Emotional and behavioural support groups or 1:1 sessions (nurture) IDSS assessments and strategies Educational Psychologist for assessments and strategies
What arrangements does school have for children with Statements or Education, Health and Care (EHC) Plans?	Invites to all parties involved with plenty of notice Review Meetings are held at school and at convenient times Pupil's views are sought Parental views are requested Consultation with staff prior to the meeting Making parents aware of pupil partnership support TAF meetings (multi-agency)
What other ways can parents be involved in the school?	The school has a 'Friends of St Mary's' PTFA and parents are invited to become involved either by being on the committee or helping out at events. Parents are invited to come and help in school, for example listening to reader, helping out during extra-curricular activities, becoming a helper on an educational visit, sharing their expertise, e.g. talking about their job, parents are invited to help at special events such as summer fairs.

The arrangements for consulting young people with SEN about, and involving them in, their education

As a school we try to involve children and gain their views. This is done in various ways such as:

- There is School Council for children in each class, who meet regularly. Each child in school has the opportunity to apply to be on the School Council and a vote takes place. A display of the school council's photographs informs the other pupils in school who may wish to raise an issue or suggest an idea.
- There is an eco-club for children to develop our Ecological awareness..
- The school is split into four House teams; each team has a house captain and vice- captain. All children work hard to gain points for their team and the winning team each week is announced in Celebration Assembly.

- Each class has regular Personal, Social and Health Education (PSHE) lessons
- Pupil questionnaires and discussions
- Involvement in the 'All about me' documentation (where appropriate)
- Targets are shared with children as appropriate.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

- There are excellent links with the feeder high school – Our Lady's Catholic High School. The pupils get many opportunities to visit the high school and undertake activities. Additional transitions are sought / arranged as required.
- There are opportunities for bespoke transition plans to be put into place for pupils with SEND. These may include visits from staff from the high school, extra transition visits for the pupil, summer school.
- Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
- The secondary school SENCo attends the last annual review in the summer term of Year 6 where specific transition plans are made.

School's Procedures for Complaints relating to SEN

- The complaint policy and full complaints procedure is available on the school's website.
- In the first instance any complaint or issue should be raised with the class teacher.
- If the matter remains unresolved then arrange to speak with the SENCO
- The next stage would be to arrange to speak to the Headteacher.
- In the event that the matter is unresolved then the complainant **must** put their complaint in **writing** to the Chair of Governors.
- The Governing Body deals with the matter through their agreed complaint resolution procedures.
- **Useful Contact Information:**
- **Headteacher:** Mrs A Brogden **Tel:** 01772 729881 email: head@lea-st-marys.lancs.sch.uk
- **SENCO:** Mrs J Williams **Tel:** 01772 729881

- **Chair of Governors:** Mr Gerard Oakes
- **Special Needs and Disability Governor:** Mrs Katherine Taylor
- **School website:** www.stmarysleatown.co.uk