



ST. MARY'S R.C. PRIMARY SCHOOL

SEND INFORMATION REPORT

Introduction

At St. Mary's Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make sure St. Mary's Primary School is a happy, inclusive place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing learning surroundings that enable all pupils to make the greatest possible progress and achievement in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum that will provide them self-confidence through their learning thus enabling them to maximize their potential and to work independently. All children with SEND are valued, respected and are equal members of our school also, we work together with parents and value their knowledge about their child. .

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at St. Mary's Primary School please:

Contact us on **01325 300339** or

e-mail newtonaycliffestmarys@durhamlearning.net

SEND Coordinator: Joanne Wills

SEND Governor: Katie Bain-Collins

The following staff also take roles and Responsibilities with regard to SEN:

Headteacher
SENCO
Class Teacher
Learning Support Assistant
Governors

The Kinds of Special Needs for which provision is made at the school

We refer to the term “Special Educational Needs” if a child:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. **(See SEND Register)**
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to four broad areas of SEND, these are:

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs. The school works with SALT (Speech and Language Team) to support as needed particular children.

- **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

- **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn. We have a number of members of staff trained in circle groups, listening matters, rainbows and some counselling qualifications.

- **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making progress against the national age related expectations set for each year group from Foundation Stage through to Year 6.

If a child is not making the expected progress, then we endeavour to determine the reasons why and identify any specific need.

Assessment and Identification

The school implements a continuous approach to assessing, identifying and providing for pupils' with special educational needs.

We use the process of 'Assess, Plan, Do, Review' to facilitate this assessment. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the 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. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register.

A Support Plan is devised in collaboration with the child by the SENDCO and class teacher. The Support Plan is discussed with parents who, also contribute to the process.

Teachers are supported by specialists from outside school who meet with parents and school staff for Review meetings at least annually, in addition to parental meetings.

Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work/activities for their pupils
- ensure that support is available for all children (inclusive 'quality first teaching')
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks/activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on Support Plan's and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Support Staff

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children

- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school.

Intervention

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Frequency and timing for support.

This is arranged and timetabled by the Headteacher and SENCO. Teachers, generally plan the intervention so that they can adapt provision according to need.

Organisation of Support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

External Services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff, including Teaching Assistants are assigned across the school to support SEND pupils according to need.

Statutory Assessment: EHC Plan (Education, Health Care Plan) / Statement

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Durham.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particular of any special resources or arrangements put in place

This information includes where relevant:

- Individual Education Plans (PERSONALISED PLANS) for the child. These can also be referred to as Support Plans
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- educational and other assessments, for example, from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Education Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a request for Statutory Assessment, parents can still access the Parent Partnership Services at any point during the process. The course of action is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an **'Education Health Care Plan'**, the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

Statements / EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Recording

Records are kept on each child. They are stored in either of two files: Profile Files (Non SEND) and SEND Files. These files are stored in the lockable filing cabinets in the administration offices.

There is also a 'Medical List' to enable staff to be kept informed of any medical information. This is updated by Mrs Hall in the main office. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress. The SENDCO and Headteacher monitor this process. PERSONALISED PLANS are written in October and February annually.

The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies.

The SENDCO

The SENDCO 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, Medical and Psychology Services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDCO will also be responsible for overseeing the maintenance of the Special Needs Register.

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be secured.

Resources

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Partnerships

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Headteacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions.

We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try as much as possible to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, a letter is sent home to parents raising awareness and inviting them into school to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

- Education Psychologist
- Child Development Centre
- Child and Adult Mental Health Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Social, Communication Outreach Service
- Hearing Sensory Support
- Visual Sensory Support
- Learning Difficulties and Disabilities

If you would like to know more information about these services

contact us on **01325 300339**

e-mail us at newtonaycliffestmarys@durhamlearning.net

Pupils

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- comment on how they feel they are progressing when the Support Plan is evaluated

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. Through thorough marking, using feedback and response (FAST), they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their Support Plan. Personal Mentoring meetings also provide an opportunity for personalised provision.

Complaints

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

Transition

Excellent Links with our partner secondary schools are very good due to our close liaison with these schools. Staff from the schools which our pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are

aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in our school with our school staff familiarising themselves with individual needs. St. Mary's also participates in the transition arrangements of our Secondary schools, which can include for some children an extended Transition period with additional sessions both at the Secondary school or with Secondary staff spending time here at St Mary's RS Primary School.

Written by: J Wills SENDCo September 2016