

St. Mary's C.E. Primary School
Special Educational Needs and Disability (SEND)
Information Report.

Introduction/overview

At St. Mary's C.E. Primary School children are identified as having additional/special educational needs and disability (SEND) through a variety of ways including the following:-

- Liaison with pre-school/previous school
- Assessment showing that child is performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies, e.g. physical needs
- Health diagnosis through paediatrician

The head teacher, Special Educational Needs Coordinator (SENCO) and the class teachers are all responsible for overseeing, planning and working with pupils with SEND.

- Our head teacher and SENCO oversee all support and progress of any pupil requiring additional support across the school.
- The class teacher will oversee, plan and work with each pupil with SEND in the class to ensure that progress is made in every area.
- There may be a Teaching Assistant (TA) working with the pupil either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
- The head teacher/SENCO agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

The Governors (their involvement and responsibility):

- The SENCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- The link governor (Lara Chaplin) is responsible for SEND and meets regularly with the SENCO, carries out learning walks throughout the school environment and attends SENCO updates with the SENCO. She also reports to the Governors to keep all informed.

How we consult with parents and carers of children with Special Educational Needs

Once a pupil has been identified as having SEND parents are consulted. This involves making contact with the parent/carer and inviting them in to school to discuss the needs of their children and the action of the school to meet the needs of the child. In addition to this the class teacher meets with the parents/carers at least once a term (during the parents/carers evening-a time slot can be extended to discuss any concerns with regards to pupil progress/SEN etc).

If any further information is needed the class teacher, SENCO and the head teacher are always available to discuss the needs, support and progress of the pupil, as we pride ourselves on building positive relationships with parents.

Assessments and reviews are formally completed once a term, however during the parents evening the pupil's progress is discussed with parents/carers, learning plans are

St. Mary's C.E. Primary School
Special Educational Needs and Disability (SEND)
Information Report.

reviewed and new targets set. Extended slots can be offered to parents/carers of children with SEND in order to review targets and to discuss next steps. However, we offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher, SENCO or head teacher and discuss how their child is getting on. We also offer advice and practical ways that you can help children at home.

How we consult with our pupils with Special Educational Needs

Once children have been identified as having additional/SEN the pupil may work with a teacher/TA to form targets for their Learning Plan. This involves the class teacher and the pupil themselves talking informally about their strengths and their barriers in learning. Pupils are also asked about how we can break down these barriers and what targets can be set in order to measure whether barriers are broken down.

The interview involves the writing of a Learning Plan (LP) which is a pupil-friendly document which details the discussion and the SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets which have been set. These targets are set with the expectation that the child will achieve them by the time the Learning Plan is reviewed. (Appendix 1).

In the instance where a pupil interview can not be performed, the LPs are written by the class teacher in consultation with the pupil's parents/carers.

During the pupil interviews pupils are invited to review previous targets before setting new targets.

How we support our pupils at times of transition

We encourage all new children to visit the school prior to starting, at which point they will be shown around the school. For children with SEND we would encourage further visits to assist with acclimatisation to the new surroundings.

When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. At our 'feeder' secondary school, Thomas Adams School, they run a programme, with the aid of Woodlands Outreach Services, specifically tailored to aid transition for the more vulnerable pupils.

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

If your child has complex needs then a Statement review will be used as a transition meeting, during which we will invite staff from both schools to attend.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

All work within school in each class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be several different levels of work set for the class. This can also be individually differentiated.

The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

In addition there are TAs available to each class during the morning where support is provided for groups or individual children who have been identified. This can be timetabled support or support that is needed based on the teacher's daily assessment of

St. Mary's C.E. Primary School
Special Educational Needs and Disability (SEND)
Information Report.

all children.

All resources are accessible to all pupils, for example interactive displays and learning walls, and all areas of the school are also accessible to all children.

How we assess and identify children with SEND and how we involve parents, carers and pupils in this process.

As a school we measure children's progress in learning against national expectations and age-related expectations.

The class teacher continually assesses 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 reception through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through Pupil Progress Meetings with all staff including the head teacher, class teacher and SENCO. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. This is known as 'catch up' programmes. You will be informed if your child is involved in a catch up programme.

Children are identified as having different levels of need depending on whether additional agencies are involved e.g. the SLICC). These are Wave 2 and Wave 3 (see Provision Map for support given at each level).

Where children are receiving support from additional agencies and/or have a statement, a Learning Plan is reviewed on a termly basis and comments are made against each target to show what progress the child has made. This is discussed at parents'/carers' evening. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

In addition, all pupils are assessed each term and their progress discussed during the parents'/carers' evening and pupil progress meeting. Here we review the pupil progress against their targets including pupils with an LP to ensure they have been met.

If the pupil is making progress academically against national/age expected levels and the gap is narrowing - they are catching up to their peers or expected age levels - they can be moved off the SEND register.

However, if progress has not been made and the gap is widening alternative next steps are made. This may mean the involvement of outside agencies.

How we ensure access to our facilities for all of our pupils

The school site is wheelchair accessible through the main entrance and has two disabled toilets large enough to accommodate changing; the school is also all on one level. The school has an accessibility plan which is available upon request. There is disabled parking at the front entrance.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

All children are included in all parts of the school curriculum as well as extra curricular activities and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

St. Mary's C.E. Primary School
Special Educational Needs and Disability (SEND)
Information Report.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be 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.

In addition, there are opportunities to participate in activities aimed specifically at children with SEND.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

Our SENCO is very experienced and maintains her practice through ongoing CPD. We have members of staff who are trained in delivering intervention programmes such as Letters and Sounds. We are fortunate in St. Mary's to have a fully-qualified occupational therapist on our team to deliver OT programmes, as well as TAs who are trained in Makaton signing, speech and language and social and emotional support. We also have close links to larger schools that support us through their expertise and staff such as Severndale Outreach Services.

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

If pupils with SEND are not making sufficient progress and all means and resources are exhausted at school, additional help may be sought through a referral to Woodlands Outreach Services.

In addition to this as a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services, social workers, Enhance and Educational Psychologists.

How we support the emotional and social development of our pupils with Special Educational Needs

We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The pupil premium funding is also utilised in additional hours for TAs, sending pupils on trips and residential visits and after school and extra curricular activities.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs

The first point of contact would be the pupil's class teacher. They will be happy for you to share any concerns you may have.

An appointment with the SENCO Ms Joanna Leech or the acting head teacher Mr Mark Davies could also be arranged by contacting the school.

**St. Mary's C.E. Primary School
Special Educational Needs and Disability (SEND)
Information Report.**

St. Mary's C.E. Primary School,
Poynton Road,
Shawbury,
Shropshire.
SY4 4JR

Telephone: (01939) 250323

E-mail: admin@shawburystmarys.co.uk

Website: <http://www.shawburystmary.shropshire.sch.uk/>

In addition:

Parent Partnership Service (PPS)

The Liz Yates Centre

The Poplars

Lightmoor

Telford . TF4 3QN

Tel: **01952 457176**

This line is usually staffed Monday to Thursday (except Bank Holidays) and has a 24 hour answer-line. Please leave your name, contact number and a brief message.

Email: info@pps-shropshireandtelford.org.uk

Website: www.pps-shropshireandtelford.org.uk

Shropshire Parent and Carer Council (PACC)

PO Box 4774

Shrewsbury

SY1 9EX

Telephone: 0845 601 2205

E-mail: enquiries@paccshropshire.org.uk

Web: www.paccshropshire.org.uk