



St Mary's Catholic Primary and Nursery School

SEND INFORMATION REPORT

“Inspiring children to love learning and live in the light of Christ”

St. Mary's Catholic Primary School and Nursery values all children for their unique gifts and talents.

Each child is encouraged to reach his or her full potential, academically, socially and spiritually.

Children are nurtured and supported as they grow to become curious, confident and independent learners, who work hard and aim high.

All are welcomed into our happy caring catholic school community, which has the Christian values of love, patience, generosity, kindness and mutual respect at its heart.

Headteacher: Jane Price

SENDCo: Sarah Finch

SEND Governor: Sharon McAloon

Ratified by: Angela Scull

Date for next review: November 2021

We are a small, mainstream school with a friendly atmosphere. All children are known to all staff and this helps to ensure an integrated approach to meeting the needs of all children.

In order to achieve the aims of our school we endeavour to remove the barriers to learning through working with parents as partners, as well as using a varied range of teaching approaches, teaching styles, strategies, techniques, resources and intervention programmes, personalising pupils' learning to enable them to achieve their potential. On some occasions, further advice may be sought from outside agencies.

St Mary's Catholic Primary School is an inclusive school where we believe that all teachers are responsible for all of the children in their classes.

The SEND Co-ordinator is Sarah Finch.

The SEND Governor is Sharon McAloon.

<p>How does St. Mary's know if my child needs extra help?</p>	<ul style="list-style-type: none"> • Concerns may be raised by parents/ carers • Concerns may be raised by teachers/ support staff • Through the school's tracking of data and assessment procedures • Liaison with preschools or other settings • Liaison with outside agencies
<p>What should I do if I think my child may have a special educational need or disability?</p>	<ul style="list-style-type: none"> • Talk to the class teacher or the SENDCo • It may be helpful to talk to your GP. School will be able to advise you if you are in any doubt.
<p>How will the school support my child?</p>	<ul style="list-style-type: none"> • Class teaching will be differentiated so that your child can access the lessons. <i>This may mean that your child has tasks which are presented in a more practical way e.g. using apparatus to support their working in maths or a game which supports their core learning. They may have the support of a classroom assistant to read tasks for them or to support their thinking by asking supplementary questions</i> • Your child may have additional 1:1 sessions with a qualified member of staff focusing, for example, on the acquisition of core skills. • Your child may work with outside professionals with additional skills. These may include speech therapists, occupational

	<p>therapists or specialists from the 'Specialist Teaching Service'.</p> <ul style="list-style-type: none"> • The programme of support will be designed with the specific needs of your child in mind and you will be consulted while it is being drawn up
How will I know what additional support the school is giving my child and how will I know how well they are doing?	<ul style="list-style-type: none"> • At St. Mary's, children who are receiving additional support will have an 'Individual Educational Plan'. This will be written with you and your child so that it reflects what you want for your child. This will be reviewed regularly and, again, you and your child will be involved in the review process. • There will also be opportunities for you to discuss your child's progress at Parent's evenings • If your child has a statement or EHCP then there will be an annual review. • If your child has a designated key worker, there will be opportunities to talk to them at handover times.
How will my child know how well they are doing?	<ul style="list-style-type: none"> • Your child will be fully involved in the process of setting up an educational plan – which they will review termly • He/she will also get regular feedback on their work through marking and target setting in the classroom and through verbal feedback and rewards like stickers
How will the school evaluate the effectiveness of what they are doing to support my child?	<ul style="list-style-type: none"> • The school uses assessment data and tracking to monitor the progress of all pupils, including those with SEND. This will tell us if the children are making good progress. • If your child is receiving additional support, then clear outcomes will be included in the intervention plan. At the end of each term, we will discuss with you how effective the intervention has been, whether the outcomes have been achieved and set new targets if necessary.
How is the decision made about how much support my child will get?	<ul style="list-style-type: none"> • The Headteacher has overall control of the SEND funding and this is monitored by the Governing Body • This funding is allocated according to strict criteria. • Additional funding may be available through pupil premium money

	<ul style="list-style-type: none"> • The Head and the SENDCo review the timetables for additional support each term. They use assessment data and knowledge of the children's needs to support this process. • The Head and SENDCo report back to the Governing Body on the allocation of funding and the success of the school's SEND provision.
Will my child be included in school trips and all outside activities?	<ul style="list-style-type: none"> • Yes! We are committed to being as inclusive as possible. Occasionally, in some circumstances, we may ask that parents accompany us on trips in order to make it easier for your child.

The school is able to offer the following range of additional provision to support children with SEND:

<p>Access to a supportive environment – IT facilities/equipment/resources</p> <ul style="list-style-type: none"> • Additional Teaching space including a well-equipped intervention room and a quiet room • Level access to the downstairs classrooms plus a disabled toilet with automated changing table • Access to I pads and laptops • Visual Time Table for individuals • Now and next cards & Task Boards to break tasks into manageable chunks • Prompt and reminder cards for organisational purposes • Pre teaching and review of strategies and vocabulary including use of social stories
<p>Strategies to support/develop Literacy In addition to quality first teaching:</p> <ul style="list-style-type: none"> • Small group and one to one support in class • Withdrawal from class or booster sessions in a small group or one to one for Literacy intervention programmes such as : <ul style="list-style-type: none"> - Precision teaching (common words), - Reading (Dandelion readers - phonics based), - Fresh Start – Read, Write Inc. - Year 6 booster - test based comprehension papers, - Writing - subject, object, verb cards, - Rising Stars - GPS • Support on specific Individual Education Plan targets from the Class Teacher and Learning Support Assistant
<p>Strategies to support/develop Mathematics In addition to quality first teaching:</p> <ul style="list-style-type: none"> • Small group and one to one support in class

<ul style="list-style-type: none"> • Booster sessions or withdrawal in a small group or one to one for interventions including: <ul style="list-style-type: none"> - 1st class @ number (every child counts), - Year 5 springboard, - Plus 1, - Power of 2 - Year 6 booster test base papers - Rising Stars - Maths • Support from the Teacher and Learning Support Assistant on specific Individual Education Plan targets • Practical learning resources such as Numicon, bead strings, number lines etc.
<p>Strategies to support /modify behaviour</p> <ul style="list-style-type: none"> • Use of the school's policy for promoting positive attitudes, values and behaviour • Social skills intervention programmes e.g. Social Emotional Aspects of Learning (SEAL), • Support and advice from EIS • Individual behaviour plans with targets and rewards • Support from Teacher or Learning Support Assistant on specific Individual Education Plan targets
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Meet and greet sessions at the start and end of each day for individual pupils • Access to quiet environment for eating lunch for individual children • Home /school communication books • Referral to CAMHS • Referral to Educational Psychologist if necessary • Planned programme of support from Learning Support Assistant • Invited to 'Me Club'
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables • Pre teaching and reviewing vocabulary and content • Access to resources for computing • School focus on learning to learn • IEP targets • Transition Programme to Secondary School
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Support and advice from a Speech and Language Therapist • Support and advice from specialists • Delivery of a planned Speech and Language programme from a teaching assistant following advice from a Speech and Language Therapist • Support from staff trained in various language and reading programmes – such as the 'Wellcomm' toolkit.

Social Skills programmes/support including strategies to enhance self-esteem <ul style="list-style-type: none"> • Social groups for targeted pupils • Specialist support working with individual children • One to one support in unstructured environments • Opportunities to 'help' with younger children to develop self-esteem and social skills • Transition Programme to support induction at new schools and to new classes • Invited to 'Me Club'
Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs <ul style="list-style-type: none"> • Support and advise from Occupational Therapist and Physiotherapist • Specific resources to support needs e.g. writing slopes/ posture supports, specialised pens and pencils, grips and rulers
Mentoring activities <ul style="list-style-type: none"> • Use of talk partners during whole class and group sessions • Buddy systems for support during playtimes and lunchtimes • Access to small playground for individual children
Support/supervision at unstructured times of the day including personal care <ul style="list-style-type: none"> • Learning Support Assistant at lunchtime and playtimes when appropriate • Play Leader & Pupil Leaders and Lunch Time, Buddy support systems
Planning and Assessment <ul style="list-style-type: none"> • Individual Education Plans • Individual targets • Regular reviews of Individual Education Plan targets with parents/carers • Differentiated activities to meet individual needs
Liaison/Communication with professionals/parents/ carers/pupils, attendance at meetings and preparation of reports <ul style="list-style-type: none"> • Liaison with a wide range of professionals e.g. Early Intervention Service, Specialist Inclusion Support Service, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, School Nurse etc. • Regular review meetings with parents and pupils • Access to the 'Early Help' process if necessary
Access to Medical Interventions <ul style="list-style-type: none"> • Medicines Policy • Individual Care Plan for children with significant medical needs and allergies. • Provision of aids and resources to support the learning of pupils with specific need as specified by a professional • Access to the School Nurse – (identified need) • Risk assessments in place for individuals if specified by professionals • Staff first aid trained including in use of EpiPens

Revised by SENDCo: Sarah Duxbury – November 2019

Date for next review: November 2020