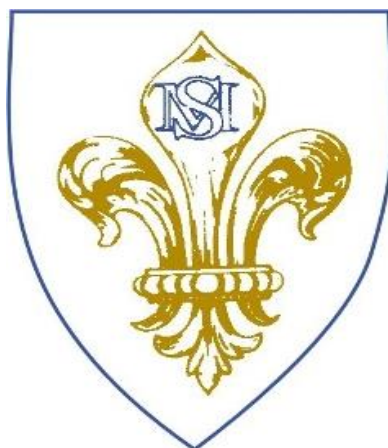


St. Mary's Catholic Primary School and Nursery

Part of The Christus Catholic Trust



Special Education Needs Information Report

Respect Ourselves, Respect Others,
Respect our World, Love God

This school is committed to safe guarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment



Policy Name: SEN Information Report		
Reviewer: A M Nunn	Reviewed Date: February 2023	Date of next review: February 2024

SEN Information Report

Our school aims and mission statement

At St Mary's we instil a love of learning, inspire curiosity, fascination and encourage the discovery of our God given talents. Through worship, by nurturing our spirituality and cultivating an atmosphere of tolerance and respect, our school community embodies the Catholic faith in all we do.

Our school aims are:

- That together with our Parish, God is at the centre of our learning. We support our children to a greater understanding of our Catholic faith whereby they have the confidence to share their beliefs in the wider world.
- To love one another demonstrating kindness and mutual respect.
- To offer an environment where each individual is cherished, loved and feels safe.
- To provide a broad and balanced curriculum which is enjoyable and engaging. Through the acquisition of knowledge, skills and concepts our children broaden their horizons impacting their lives beyond our school gates and for many years to come.
- To develop resilience and independence in our learning, resulting in excellent outcomes bespoke to each individual within our school community.

"We will Respect Ourselves, Respect Each Other, Respect our World, Love God."

WHAT KIND OF SPECIAL EDUCATION NEEDS ARE PROVIDED FOR?

At St Mary's Catholic school, we endeavour to offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed is tailored to individual need following thorough assessment by internal and/or external agencies as well as taking into account parental and pupil views. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

Early identification is essential to ensure all pupils, but especially those identified as requiring additional support, achieve success. Close liaison with other schools when children transfer, ensures that previous levels of provision and safeguarding can be maintained.

Please refer to Code of Practice (C.O.P.) for Special Educational Needs and disability (SEND) paragraphs 6.1 and 6.14 - 6.27.

The identification process takes into account one or as many as appropriate of the following areas:

- Liaison with pre-school/previous school or setting
- Collation of contextual information about an individual
- Evidence obtained by ongoing teacher observation and assessment
- Analysis of data including whether a child is performing below age expected levels and if expected progress is being made.
- Half termly Pupil Progress Meetings are held to review the progress of every pupil with SLT (which includes the SENCO - Special Educational Needs Coordinator) and class teachers.
- At these meetings those pupils requiring additional provision/intervention are identified including children with possible SEND
- Concerns raised by the child's teacher, or other staff involved with a child – including the SENCo as appropriate, of issues which are significantly affecting performance and/or significantly contributing to a lack of progress
- Close liaison with parents
- Identification by and liaison with a range of outside agencies.
- Health diagnosis through paediatrician, occupational therapist, physiotherapy, speech and language therapy services etc.

Children experiencing difficulties will be identified under the following Broad Areas of Need (C.O.P. 6.28 - 6.35)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Our process of identification via robust assessment will form part of the Graduated Response (Four-part cycle: Assess, Plan, Do, Review) to children with SEND (C.O.P. 5.38 - 5.46 and 6.44 - 6.56)

On entry to the school each child's attainment will be assessed using Development Matters. Standardised assessments will help to inform the school of a child's aptitudes, abilities and attainments and will be used to improve continuity in learning as pupils enter school and upon transfer into Key Stage 2. Similarly, pupils transferring from another primary school will be assessed. Ongoing assessment for learning will enable ongoing monitoring of attainment and progress and also aid identification of any pupil requiring intervention at any level.

WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS? HOW WILL I RAISE CONCERNS IF I NEED TO?

Talk to us! If you have concerns about your child's progress or think there may be a SEN issue you should speak to your child's class teacher initially. If your concerns continue and you believe that your child is still not making progress and that there still maybe needs which need to be further assessed and actioned you should ask to speak with the SENCO. The SENCO will be able to suggest further actions we as a school can take as well as steps you can take and informing you of other people or services you may want to contact. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. (See C.O.P. 1.7 and 6.27)

HOW WILL I KNOW THE SCHOOL SUPPORTS MY CHILD?

When a pupil is identified as having SEND we strive to remove barriers to learning and put effective special educational provision in place. In line with the SEND Code of Practice 2014, SEND support follows a four-part cycle to ensure a child's needs are fully understood and what they require to support them in making progress is put in place. This is known as "the graduated approach". The 4 areas of this approach are Assess, Plan, Do and Review.

If your child is identified as not making progress the school will arrange a meeting to discuss this with you in more detail. We will listen to any concerns you may have, plan any additional support your child may receive including at what level and whether consideration is being given to any SEND issues/concerns.

If we think your child would benefit from support from other professionals, the SENCO will talk you through the processes. Class teachers oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) or TA (Teaching Assistant) working with your child 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. (C.O.P. 6.23)

WHO WILL EXPLAIN THIS TO ME?

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support (C.O.P. 6.36). The class teacher and SENCO will therefore meet with parents at least on a termly basis to discuss the child's needs, support and progress to look at more detailed support and progress. The SENCO is available by appointment should parents have concerns – contact: senco@stmarystilbury.co.uk (C.O.P. 6.39 -6.40 and 6.64 - 6.71) The Role of the SENCO can be found in the (C.O.P. 6.84-6.94)

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

Governors are reported to 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. A Governor is responsible for SEN and liaises regularly with the SENCO, reporting to the Governors to keep all informed. The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress. (C.O.P. 6.3 and 6.84)

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS? WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD? (C.O.P. 6.12, 6.45 – 6.56)

We are an inclusive school that works very hard to remove barriers to learning and enable full participation within the school community for all pupils. This is an existing fundamental principle of the ethos of the school. Furthermore, the school operates a policy of equal opportunities, regardless of needs. All children are offered the same opportunity to access a broad and balanced curriculum, fully differentiated to meet his/her level of ability, also taking other areas of their lives into account, i.e., cultural background, social etc. Every effort is made to ensure all children are integrated fully into school life.

Our SEN policy reinforces the need for teaching that is fully inclusive. That is teaching that;

1. Sets suitable learning objectives.
2. Varies in style to respond to pupils diverse needs.
3. Makes access arrangements to overcome potential barriers to learning.

The Governing Body will ensure that appropriate provision will be made for all pupils with additional needs/SEN.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. All work within class is pitched at an appropriate level so that all children are able to access learning according to their specific needs through a range of teaching styles, resources and strategies. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. In liaison with the class teacher and SENCO, if appropriate, support staff adapt the teachers planning to support the needs of your child where necessary. Children may work within a whole class, small group, within a pair, 1-1 or on an independent basis depending on their needs. (C.O.P. 6.12, 6.45 – 6.56)

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher and/or, if appropriate, the SENCO to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents, teachers and where necessary other professionals, therefore we aim to keep communication channels open and communicate regularly.

If your child is on the SEN register they will have individual targets based on their individual needs. This is discussed on a termly basis, with the pupil, parents and teachers. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. In the case that your child has complex SEND they may have an Education, Health and Care plan (EHCP), which means that a formal meeting will take place at least once a year (Annual Review) to discuss your child's progress and a report will be written. This will take into consideration the views of all appropriate agencies/professionals and individuals involved with your child's educational needs and will review and if necessary recommend changes to the Statement of SEN or EHC. (C.O.P. 6.45-6.56)

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

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 Nursery/Reception through to Year 6, with a particular focus on Reading, Writing and Maths.

When the child's SMART targets are reviewed comments are made against each target to show what progress the child has made. 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.

Progress will also be measured against any targets set by other professionals or agencies which have impact on your child's education – these may be in the form of SMART targets or be noted on plans or programmes devised by the relevant professional/agency. Outside agencies and professionals work in partnership with the school and home to review ongoing progress towards their advised targets and regularly liaise with school to ensure consistency in our approach and on-going progress. (C.O.P. 6.14, 6.17, 6.48 - 6.56)

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

St Mary's is an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem, good social and emotional skills is

crucial to their well-being. We have a caring, understanding team (all staff) looking after our pupils.

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 will liaise with the SENCO for further advice and support. This can be about matters affecting children in and/or out of school and may involve working alongside outside agencies such as Health and Social Care to provide multi-agency support. The SENCO is also available for staff and children to approach to discuss matters affecting their well-being. Where this becomes a safeguarding issue, safeguarding protocols are followed. (C.O.P. 6.28 and 6.35)

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school follows the statutory guidance for 'Supporting pupils at school with medical conditions' – April 2014. We have a policy regarding the administration and managing of medicines on the school site.

Not all medication can be administered by school staff and this is reviewed on an individual basis. Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day. They will be asked to complete a request for St Mary's to support administration of medication and return this to the school office.

All medication should be passed via the school office (Mrs Bishop or a member of the SLT) who will check to ensure it has been prescribed by a health care professional and is that as listed on the request form. A member of staff may call the health care professional and/or seek advice from the school nursing/health visiting team with permission of the parent. In the case of emergency medication and/or process/procedure a more detailed health care plan will be published to support the care of individual children. This will be written by appropriate health care professionals e.g. school nursing team, paediatrician, epilepsy nursing, diabetic nursery, sickle cell nursing service etc. in liaison with the parent and school. Once drawn up the care plan will be discussed and agreed with all professional and parents and signed. Plans will be reviewed at least yearly but can be reviewed if an amendment to any medication, process or procedure is advised.

On a day to day basis trained designated staff oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that relevant staff understand the medical needs of identified individuals and are able to manage medical situations. (C.O.P. 6:11)

Further information on ‘Supporting Pupils at School with Medical Conditions’ – statutory guidance for governing bodies of maintained schools and proprietors of academies in England can be found below:

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

We respect and value the views of all and celebrate each child being able to express their views on all aspects of school life. This practice can be seen in our School Council which has an open forum for any issues or viewpoints to be raised. Children who have individual plans discuss and set their targets with their class teacher in liaison with parents and may also involve outside agencies. If your child has an EHCP, their views will be sought before any review meetings through a Pupil Voice Mindmap. (C.O.P. 6.64 - 6.71)

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

The specialist services that can be accessed by the school are the Special Needs Service, Educational Psychology, Speech and Language Service, Occupational Therapy, Brentwood Catholic Children’s Society, Beacon Hill Outreach, Tree Tops Outreach Service, Community Paediatricians, Continence Team, Epilepsy Team, Sensory Impairment and Communication Specialist, School Nurse, Physiotherapy, Speech and Language Drop in Service, I Can Nursery, Harris Academy and SLH Visual Impairment Unit, Locality Teams, Multi-agency team, troubled families caseworkers, social workers, family support workers, the disability team. (C.O.P. 6.62, 6.58 and 6.84)

More information can be found here:

<http://www.askthurrock.org.uk/kb5/thurrock/fis/category.page?category=2676>

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

At St Mary’s, priority is given to training and development. Regular training is undertaken by all staff related to Health and Safety and Safeguarding procedures. All teachers receive training on a variety of concerns e.g. – differentiation, behaviour management, EAL, writing SMART targets etc and LSAs/TAs receive training from the SENCo and other professionals on a regular basis. On-going liaison exists with speech and language therapists who provide individualised training in programmes designed for specific children.

Specialist services, expertise and training are accessed on a need-by-need basis, full and appropriate training will be given to any or every member of staff to meet any child’s need. (C.O.P. 6.12, 6.58, 6.62 and 6.84)

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We are committed to making reasonable adjustments to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the event that it is considered unsafe for a child to take part in an activity, a meeting will be held to discuss this in detail with parents.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

St Mary's has good disabled access. We have mostly wide doorways big enough to fit a wheelchair through and most of the classrooms are ground floor. Our school is well signposted in large font and walk ways are wide and clear. We have the Sunshine room that can be used which can be used as a breakout class room if necessary. The school has one disabled toilet in the main building. We work hard to ensure our school has good disabled access and audit the facilities yearly. (Please see Appendix 1).

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

We encourage all new children to visit the school prior to starting when they will be met by relevant staff and be shown around the school. If appropriate and in discussion with parents, child and other agencies children with SEND may be encouraged to take further visits to assist with the acclimatisation of the new surroundings and to ensure the school has prepared fully to fulfil the needs of the individual. Again, if relevant we may also visit them in their current school and would have relevant discussions with the previous placement prior to and after transfer to St Mary's.

We may write social stories with children or take photographs and make a support scrap book if transition is potentially going to be difficult. Transition is also considered and planned for as part of the change from one-year group to another. We may advise a part time or split timetable to support successful transition and acclimatisation to a new placement.

When children are preparing to leave us for a new school, typically to go to secondary education, we may arrange additional visits and, where applicable, the SENCO will accompany them. 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 an EHCP annual review will be used as a transition meeting during which we will invite staff from both schools to attend. This can also be the case with children who have complex needs but do not have an EHCP and for those children who are looked after. (C.O.P. 6.57)

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

We ensure that the Special Educational Needs of all children are met to the best of the school's ability with the funds available. A team of staff including LSAs are funded from the SEN budget and deliver programmes designed to meet the needs of identified children including on a 1-1, small group and whole class basis. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA and specific resources and equipment. Additional funds given to the school to support children with EHCP's are allocated to support the specific needs as laid out in their statutory documents. (C.O.P. 6.95 - 6.99)

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

The class teacher alongside the SENCO and sometimes other senior staff will discuss the child's needs and what support would be appropriate. These discussions may involve a range of professionals as relevant and their advice will be taken into consideration when planning for the needs of identified children. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. These will be addressed through on-going discussions with parents and the child themselves. (C.O.P. 6.95-6.99)

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

By reviewing children's targets through their individual plans and ensuring they are being met and adapting these if necessary.

The child will be making progress academically against national/age expected levels and the gap may be narrowing – they could be making progress in line with expectation or making accelerated progress and so catching up to their peers or expected age levels. Verbal feedback from the teacher, parent and pupil. Children may move off of the SEN register when they have made sufficient progress and closed gaps which could have been causing their special needs. (C.O.P. 6.72 - 6.77)

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Contact the school office to arrange to speak to the SENCO who will willingly discuss how the school could meet your child's needs. In September 2014 the

DFE published guidance on new arrangements for supporting children and young people with special educational needs and disabilities – please follow the link below to read the letter they have published for parents to introduce the amendments

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301837/SEND_reforms - letter for parents.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301837/SEND_reforms_-_letter_for_parents.pdf)

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- As always – the first point of contact would be your child’s class teacher to share your concerns.
- Contact the SENCO – Ann-Marie Nunn (senco@stmarystilbury.co.uk)
- The school office - 01375 843254
- Thurrock SEN Team- <https://www.thurrock.gov.uk/special-education-needs>
- SEN Team Telephone: 01375 652 555
- SEN Team Email: sen@thurrock.gov.uk
- Look at the SEN policy on our website.
- Contact the Local Authorities SEND department through the switchboard at Thurrock 01375 652652
- Contact Thurrock Parent Partnership Service 01708 859629
- Contact CaPa – Carers and Parents participation group 01375 389869.
- Ask Thurrock – www.askthurrock.org.uk
- Thurrock Local Offer - <http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>