

SEND Information Report St Mary's Catholic Primary School

Updated March 2017

What kind of Special Educational provision is made at St Mary's Catholic Primary School?



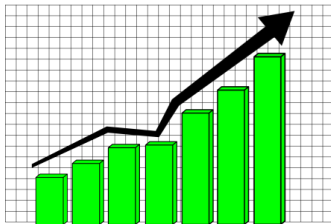
The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014:

- **Cognition and learning.** This covers learning difficulties both moderate (MLD) and severe (SLD) where support is likely to be needed across all areas of the curriculum. It also covers difficulties which affect one or more specific aspects of learning (SpLD) This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Communication and Interaction.** Children with Autistic Spectrum Disorder (ASD) or speech difficulties.
- **Social, emotional and mental health difficulties.** At times children may suffer from anxiety, overwhelming feelings of anger or fear which affect their ability to learn.
- **Sensory and/or physical needs.** This covers Hearing Impairment (HI) Visual Impairment (VI) Multi-Sensory Impairment (MSI) and Physical difficulties (PD)
- **Extra-curricular activities.** All children are encouraged to take part and we audit the provision to ensure that there are no barriers to equal participation.

How do we identify pupils with SEND?

Information about the school's policies for identification and assessment of pupils with SEND can be found by clicking on the link below:

<http://www.stmarysaxminster.devon.sch.uk/website/send>



Pupils are identified as having SEN and their needs assessed through:


- Child performing below age related expected levels and performance thresholds – this could be in any of the core subjects, or in social emotional development.
- Assessments of children on entry to school e.g. Speech and Language assessments, Baseline assessments
- Ongoing tracking attainment of children through the year
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour needs or self-esteem affecting academic performance
- Clear systems to raise concerns in place, involving consultation with parents.
- Consultations between class teachers and members of the leadership team where progress is discussed
- If children have English as an Additional Language (EAL) and there are SEND or progress concerns, the school will commission first language assessments to ensure an accurate assessment of need is made.
- Extensive Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through Pediatrician or advice from GP
- Liaison with previous school or setting, if applicable

How does the school approach teaching pupils with SEND?



Provision for SEND pupils includes:

- Quality first teaching, with appropriate adjustments made for all pupils
- Extra adult support in classrooms where appropriate
- Inclusive approaches are used across the school to enable all children to reach their full potential
- Personalised provision through time-limited programmes
- Personalised provision through adapted resources and interventions
- The SENDCo makes regular classroom visits to check pupils with SEND are making progress in their learning

<p>How do we evaluate the effectiveness of provision for pupils with SEND?</p> 	<p>Impact tracking is completed at least termly and adaptations to provision made in light of these findings.</p> <p>Progress of SEND is reported annually to the Governing Body and our SEND information Report, posted on the Web site, is updated at least annually and when any significant changes are made to our provision.</p>
<p>What arrangements are in place to assess and review pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?</p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> • Graduated approach with cycles of Assess Plan Do Review • Data tracking for pupil progress • Support plan and EHCP reviews • Observations and follow up parent meetings

How is the curriculum and the learning environment adapted for pupils with SEND?



The curriculum/learning environment may be adapted by:

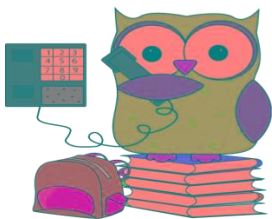
- Groupings that target specific levels of progress;
- Differentiated resources and teaching styles
- Appropriate choices of texts and topics to suit the learner
- Access arrangements for tests and or examinations
- An extensive range of additional resources and grouping as outlined in our provision map, this includes extra adult support.

What support is available for improving the social emotional and mental health of pupils with special educational needs?



All pupils are encouraged to think and reflect on how they are feeling and are encouraged to communicate those feelings. They are supported in this by:

- High quality PSHE lessons
- Daily class based meditation
- A class worry box
- A Social, emotional and mental health support team providing programmes such as Emotion Literacy Support groups, self-esteem building and anger management

	<ul style="list-style-type: none"> • Specialist support for individual pupils • A mentoring system • School Council • Pupil Voice
<p>Who should I contact if I am worried or if I would like to talk to someone about SEND?</p> 	<p>Beccy Evans is the Special Educational needs and Disabilities Co-ordinator.</p> <p>She can be contacted by email: bevans@stmarysaxminster.devon.sch.uk</p> <p>or by telephoning the school school directly: 01297 32785</p> <p>The Governor with responsibility for SEND is: Shelaagh Fearnley</p> <p>She can be contacted by email: admin@stmarysaxminster.devon.sch.uk</p>
<p>What training and expertise do staff have in relation to children and young people with SEND, including how specialist expertise is secured?</p>	<ul style="list-style-type: none"> • An audit of staff experience in SEND is undertaken annually. • Our Co-ordinator for SEND holds the NASENCO (2016) qualification • The SENDCo regularly provide input at SEND specific staff meetings. • This year specific staff have undertaken individual training regarding speech therapy, Autistic Spectrum Disorder, Occupational Therapy, assessment of specialised intervention



programmes, Sensory Processing Disorder, Executive Functioning Disorder and Dyslexia.

- When required, specialist expertise from external services such as Communication and Interaction (CIT), Speech and Language Therapy (SALT), Child and Adult Mental Health Services (CAMHS), Educational Psychologist (EP) and other services are employed as appropriate.

How will equipment and facilities to support children and young people with special educational needs be secured?



Where assessment has shown the need for a particular piece of equipment the school does not already have available this can be secured for the individual child through direct negotiation with:

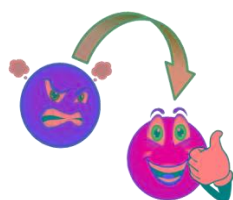
- Other schools
- Support services
- Charities
- Volunteers

What arrangements are made for involving and consulting parents of children with special educational needs?



- Contacting our Special Educational Needs Co-ordinator **Beccy Evans** directly by:
Telephone: 01297 32785 or email:
bevans@stmarysaxminster.devon.sch.uk
- Regular Team Around a Child (TAC) meetings where the relevant professionals working with your child can discuss progress and the next steps
- Parent Evenings with SENCo present as required
- Early Help Parent Partnership – Devon SEND offer
www.devon.gov.uk/send

What arrangements are made for consulting young people with special educational needs and involving them in their education?



We greatly value the active participation of young people in their education. This is facilitated by:

- The use of pupil passports
- Active involvement in planning and evaluating targets set in individual support plans, at least termly.
- Young people have an active involvement and their views are an important part of the Annual Review process
- Where appropriate, personal interviews are conducted

In school pupil voice is also facilitated by:

- School council

<p>How does the school ensure the continuity of support when children progress to the next phase of their education?</p>	<p>We have close links with colleagues at local pre-school and secondary schools in the area. A smooth transition between phases of education is ensured by:</p> <ul style="list-style-type: none"> • Early communication with partners including attendance at TAC meetings • SENDCos of local Secondary schools invited to attend meetings involving young people expected to transition to their school • Where identified as helpful ,pupils may be accompanied by school staff to help adjust to a new school ('Enhanced transition') • information, including pupil passports and any other written information a pupil or parents may feel helpful in their transition will be provided to a new school
<p>What arrangements are in place relating to the treatment of complaints about SEND provision?</p>	<p>Our complaints procedure should be followed:</p> <p>http://www.stmarysaxminster.devon.sch.uk/website/policies</p>