



SEND Information Report 2023-2024

Saint Mary's Catholic Primary Academy

At Saint Mary's we are all working together to ensure that each and every child reaches their full potential. We do this through quality first teaching. However, for some children additional support may be needed and these children could be identified as having a special educational need. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. We are committed to providing disability equality, which is reflected in our mission statement, 'We value all in the name of Jesus the Christ'. We will continue to provide for all to participate as fully as possible in the life of the school regardless of special educational need or disability.

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* became law in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and/or Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The Local Offer for North East Lincolnshire Education Authority can be found at:

<https://sendlocaloffer.nelincs.gov.uk/>

- The intention of the Local Offer is to improve choice and provide transparency for

families. It is an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

What is Special Educational Needs and Disability (SEND)?

The SEND Code of Practice 2014 (p4) states that:

A child or young person has special educational needs and/ or Disability (SEND) if they have a learning difficulty or disability which calls for a special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school. For more information, please see our Equalities Policy.

For children aged two or more, special educational provision means there is educational or training provision that is additional to, or different from, that which is made for other children.

The Equality Act 2010 defines disability as 'when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

How does Saint Mary's Catholic Primary Academy assess and identify pupils with SEND?

There are several ways in which the school identifies any difficulties, including SEND, pupils may have for example:

- Liaison with the previous school / setting
- Parents may inform the school prior to or during admission
- Early Years Foundation Stage baseline assessment
- Use of teacher assessments and data
- Performance and progress tracking data
- Termly pupil progress meetings with the class teacher and members of the Senior Leadership Team
- Outside agencies may contact the school prior to/during admission or whilst the child is a pupil at the school
- Parent meetings with the class teacher or other school staff
- It may be that the school seeks additional information from a screen by a specialist teacher e.g. a dyslexic screen or additional consultation or assessments completed by outside agencies.

Parents can make an appointment with the class teacher to discuss initial concerns or vice versa. This may lead to an appointment with the SENDCo.

How will the school let me know if they have any concerns about my child?

In the first instance the class teacher will contact you to discuss your child's strengths and any current concerns or difficulties they are experiencing. They will let you know what we will be doing to help us to address these needs better. If additional support has been put in place and progress is less than expected, the SENDCo will ask to meet with you to discuss further support and next steps. The school is committed to acting in consultation with parents.

For issues or concerns relating to SEND and Inclusion, parents or carers can choose to contact the named people in the order below:

- Class Teacher
- SEND Coordinator (SENDCo) – Mrs. Michelle Steeper (please leave messages with the office.)
- Headteacher – Mr. Joseph O'Connor
- Named Governor with a responsibility for SEND Mr. Chris Mack.

Telephone: 01472 357982 Families can also access independent support and advice around SEND and any concerns about their child's SEND needs from the SENDIASS Team:

<https://sendlocaloffer.nelincs.gov.uk/home/sendiass/>

At St Mary's Catholic Primary Academy, we have a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website. Parents or Carers and pupils are invited to comment on any school policy by emailing the school. This is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with Special Educational Needs and Disabilities:

- SEND Policy
- Accessibility Policy, Audit and Accessibility Plan
- Admissions
- Behaviour Policy
- Safeguarding Policy
- Health and Safety Policy
- Positive Handling Policy
- Supporting Pupils at School with Medical Conditions
- Anti-bullying Policy

Your Child has Special Educational Needs. What can we at Saint Mary's Catholic Primary Academy offer you?

We embrace the fact that every child is different, and, therefore, the educational needs of every child are different. As such, we try to adapt our teaching and support to the identified needs of children through planning both in a class provision map. This ensures your child's learning needs are planned for in advance. The provision is reviewed at least termly so the success of identified approaches is considered by the class teacher, Senior Leadership Team (SLT) and support staff. Regular consultation with pupils and parents regarding current provision is also built into the monitoring cycle. This allows the Special Education Needs Co-ordinator to check that all those involved are happy with the current provision and consider alternatives if not.

Please read the questions below for more information about the Local Offer from Saint Mary's Catholic Primary Academy.

Who are the best people to talk at Saint Mary's Catholic Primary Academy about my child's difficulties with learning/ SEN or disability?

- The first step is to talk to the class teacher. They are regularly available to discuss your child's progress or any concerns you may have. They will consider ways to support and monitor progress.
- Michelle Steeper, Special Educational Needs Co-ordinator, (SENDCo) is available to meet with you to discuss your child's needs, any concerns or worries you may have, decide on the next steps or any additional resources that may be needed. Either speak to reception about an appointment, call 01472 357982 or email: office@smp.nelcmail.co.uk

We want to work in partnership with all parents so communication is key. We want to hear what works well for parents at home and what else we can do to support children.

What are the different types of support available for children with SEND at Saint Mary's Catholic Primary Academy?

All children receive high quality teaching and the curriculum is differentiated to meet their needs. Some children need educational provision that is additional to or different from this. This is SEND support in school. At Saint Mary's Catholic Primary Academy, we can make provision for every kind of frequently occurring SEND with or without an Education, Health and Care Plan (EHCP). Examples include autism, Asperger's syndrome, attention deficit hyperactivity disorder (ADHD), Attachment disorders, dyslexia (Specific Learning Difficulty), emotional and social needs, mental health needs, hearing impairment, moderate learning difficulties and speech and language needs. These needs are met by differentiation within the curriculum, differentiation by task, resources and support. Teaching assistants are deployed where their skills are matched closely to the pupils' needs. There are other kinds of SEND which do not occur as frequently and with which the school may be less familiar, but we can access training and advice so that these kinds of needs can be met.

The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures. All clubs, trips and activities offered are available to children with SEND. For some situations 'reasonable adjustments' may need to be made; these would always be considered in partnership with parents and carers.

What training and expertise do the staff have in relation to children with SEND and how will specialist expertise be secured?

All teachers and teaching assistants receive regular staff meetings on different areas of need. Some staff attend additional courses and then feedback to other members of staff. Examples of training received by some of the teachers and teaching assistants are;

- Restorative practices
- Low-stimulus learning environments
- Team Teach
- Speech and Language Therapy
- Resource training, for example, ICT programmes to aid pupils with SEND
- Autistic Spectrum Disorder training
- Emotional well being
- Precision teaching
- Attachment Disorder
- SEN Code of Practice; the graduated approach.
- Reviewing and evaluating provision against outcomes
- Planning additional provision to personalize learning
- Attention Deficit Hyperactivity Disorder

The SENDCo will commence the Post-Graduate Diploma in the management of Special Educational Needs Provision in September 2024. She currently serves as Deputy Head and is an experienced teacher and leader. She is there to provide support and advise. Outside agencies such as educational psychologists, speech and language therapists, specialist intervention teachers and the specialist advisory service can provide recommendations and training if required following a referral from the SENDCo.

How will Saint Mary's Catholic Primary Academy assess and monitor my child's progress?

Every pupil with SEND in the school has their progress tracked regularly where the expectation is they make at least expected progress. The SEND Code of Practice (2014) describes expected progress as:

- similar to that of children of the same age who had the same starting point
- matching or improving on the pupil's previous rate of progress
- allowing the attainment gap to close between the pupil and children of the same age.

Firstly, when this is not the case, high quality teaching will be used to target the area of weakness. The teacher will raise their concerns with the parent/carer and may involve you in supporting your child where appropriate. Following this, the class teacher may discuss it with the SENDCo, and observations and assessments may take place. If progress continues to be less than expected, a discussion with the parent(s)/carer(s) and, if appropriate the child, will take place to gather further information. Strategies may be put in place in the classroom or targeted group work and interventions will be organised based upon current research and advice. These will be monitored and regularly reviewed and adjusted. Your child is now getting support beyond the Universal (High Quality First Teaching) and is beingtargeted as requiring more specialised support. At this point the parents would be involved in deciding whether to place their child on the SEND register at SEN support.

How will Saint Mary's Catholic Primary Academy evaluate the effectiveness of the provision?

Each intervention will have a baseline assessment or targets set at the beginning and will be measured against these at the end of a timed period. The outcome cannot always be seen in a numeric progress measure initially, but other more specific or broader outcomes may well have been achieved – these could be either academic, social or emotional outcomes depending on the child's need. This can be discussed by parents with the class teacher and/or SENDCo.

What happens if despite being given time and support, my child is still not making expected progress?

It will be important for the parent/carer to meet with the SENDCo to discuss and review the child's provision to understand what additional resources and different approaches are required to enable him or her to make better progress. At times, it may be necessary to consult with outside agencies to receive more specialised expertise. There may come a point where several outside agencies have worked with and supported a child and progress is still limited. This is when all the outside agencies, SENDCo and the parent/carer will meet to discuss whether to undertake the statutory assessment process. A parent can make a request for statutory assessment at any time via the Local Authority.

What agencies are available to support my child?

All referrals have to be discussed and agreed with the SENDCo. You may also wish to discuss health concerns with your GP. The school has engagement with:

- A service level agreement with the Educational Psychology Service
- A service level agreement with the Specialist Advisory Service
- A service level agreement with Local authority services: Speech and Language, Visual Impairment, Physiotherapy through the Child Development Centre and Child and Adolescent Mental Health, Local Authority provision for Physical and Sensory impairment support, Young Minds Matter and the Compass Go Mental Health Support Team.
- School Nurses, the Child Development Centre and Speech and Language Therapy at the NHS.

How are the pupils able to contribute their views?

Pupil discussions are held at least termly, children with SEND are involved in reviewing aspects of their own provision, opportunities for self and peer assessment are planned into the curriculum, pupil conferencing and peer mentor roles all provide opportunities for pupils to contribute their views. Children who have an EHCP are included in the review process where possible and are asked their views on the provision and what could be done to make things even more effective for them.

What happens if your child already has an Education, Health and Care plan of special educational needs?

Decisions on the admission of pupils with an EHCP are made in consultation with the Local Authority. Parents will be invited to contribute to and attend an annual review, which, wherever possible, will also include reports or attendance from the outside agencies currently involved with the child.

How is Saint Mary's Catholic Primary Academy accessible to children with SEND?

As part of our requirement to keep the appropriateness of our curriculum and learning environment accessible to all, we evaluate the need and, where possible, make reasonable adjustments to allow all children access to the school, curriculum activities, clubs and trips.

- The school building is accessible to wheelchairs in part through a lift.
- Disabled ramps are at the main entrance.
- The school has appropriate disabled changing and toilet facilities in Key Stage 1 and Early Years.
- The use of translators would be sought for parents whose first language is not English in agreed circumstances.
- Our accessibility plan is reviewed annually.
- 1 to 1 or small group support on school trips will be provided where necessary.

What if your child has SEND and a medical condition?

We adhere to our duty and make arrangements to support pupils with medical conditions so they can access their education. Individual healthcare plans will be put in place for those children with specific conditions needing additional support, monitoring and care and shared with all staff. These healthcare plans will be co-ordinated with any SEND plans.

Prescribed medicines are kept in a locked cabinet and only administered in readily measured doses after written parental permission has been given. A record of all medicines administered is signed and kept.

The school has qualified first aiders in each area of the school and first aid training is provided and updated regularly

How will we support your child moving on to another class or school?

- Information will be discussed and passed on to the new class teacher as part of the class transition meetings including any outside agency reports, targets and resources that support your child. Information is available to all staff through the Edukey platform.

- If appropriate, a social story about transition will be sent home to help with their understanding of change.
- It may be necessary for your child to have additional visits to the new classroom or additional time with the new class teacher or teaching assistant to aid their transition.

How will we support your child when they are leaving this school?

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible.

In Year 6:

- The SENDCo will complete forms detailing your child's strengths and difficulties as required.
- The SENDCo will attend any secondary transfer meetings as required to discuss your child with the SENDCO of your chosen secondary school
- If appropriate, and in collaboration with parents/carers and the SENDCo at the secondary school, we can arrange additional visits (either individually or in groups) to aid transition.
- All records and/or equipment about your child are passed on as soon as possible
- Children with an EHCP will have a Special Annual Review meeting in the Autumn term with their parent/carer and the SENDCo in order to establish school choice and this will be submitted via the EHC Hub for North East Lincolnshire.

What support is there for parents or carers of a child with an SEND?

- Michelle Steeper (SENDCo) can help answer your questions. She will attend meetings with you if any outside agencies, such as the occupational therapist or educational psychologist, are involved. She can help talk you through any reports and discuss the best possible way to support your child.
- A variety of services exist within North East Lincolnshire to support parents/ carers and these are outlined in detail within the local offer document which can be found by following this link:

<https://www.nelsendiass.org.uk/>

What should I do if I would like to make a complaint?

The same arrangements for the treatment of complaints at Saint Mary's Catholic Primary Academy is used for complaints about provision made for SEND. If your complaint has not been resolved to your satisfaction by the class teacher, please contact the SENDCo, another member of the Senior Leadership Team or the Governor with responsibility for SEN.

We want all children at Saint Mary's Catholic Primary Academy to make outstanding progress whatever their particular needs whether they are educational, social, emotional or medical. We are best able to support children when we work closely with parents and carers.