



St. Mary's
Catholic Federation

SEND Information Report 2021-22

Our school aims to meet the special educational needs and disabilities of all children

MISSION STATEMENT

Learning, playing and growing together in the love of Jesus

"Love one another" John 1.

St Mary's is a welcoming school based on our shared Gospel values where we give witness to God's love, knowing that every child is embraced with the **love of Jesus** as they pray, **play** and **grow** together as friends.

Every child is unique and we are proud of our inclusive and supportive **learning** environment, where we celebrate each others' achievements. Children have the opportunity to reach their full potential as we guide them to become life long learners.

We all aspire to do the best we can within God's family, living Christian values and sharing spiritual links with those in our home, parish and wider community.

The kinds of SEN that are provided for:

- **Communication and interaction**, for example: autistic spectrum disorder, Asperger's syndrome, speech and language difficulties.
- **Cognition and learning**, for example, dyslexia, dyspraxia.
- **Social, emotional and mental health**, for example, attention deficit hyperactivity disorder.
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Identifying pupils with SEN and assessing their needs:

We will review any available information offered from parents, carers previous settings and we will assess each pupil's current skills and levels of attainment on entry, will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Assessing, Planning and Review/Partnerships for Progress

- How does the school know how well my child is doing?
 - How will I be kept informed about how well my child is doing?
 - How regularly will I be updated on my child's progress?
 - Will I know if my child is not making progress and what will happen?
-
- Planned transition arrangements between year groups and key phases.
 - Planning (daily, medium term, long term), evaluations and regular assessment opportunities.
 - Target setting identifying next steps for progress
 - Planned time for children to respond to the marking and practise/consolidate highlighted skills.
 - Maths, Reading and Writing targets.
 - Class teachers attend half-termly progress meetings with Head teacher, SENCO and core curriculum leaders.
 - Parent voice via 'Class Reps'
 - Referral to outside agencies as agreed with parents
 - Transition activities planned between year groups
 - Staff handover meetings held at transition times
 - Moderation of learning within Year groups and across year groups
 - Reading and spelling level benchmarking
 - Regular homework set
 - Parents of pupils on the SEND register will be offered a minimum of x3 meetings face to face with the class teacher.
 - For pupils on the school SEN register - additional support is documented
 - Teaching staff available via appointments made through the main office.
 - 'Parent Partnership' documents will be instigated by Class Teachers for children not on the SEND register and not making expected progress.
 - Information about progress for pupils on the school SEND register with individual targets will be given minimum three times per year.
 - Tracking against individual targets is shared with the parents (which will highlight if progress is not being made).

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term.
- Reviewing the impact of interventions termly.
- Using pupil conversations.
- Monitoring by the SENCO/SLT / Subject Leaders
- Use of provision maps
- Holding annual reviews for pupils with EHC plans

Curriculum and Teaching Methods

What is the curriculum and how is it taught?

How will the curriculum be adapted to meet the needs of my child?

How flexible can teachers be in meeting the needs of my child?

Is there any additional support available to help my child reach his/her expected outcomes?

Are there any special features or strategies to help children learn?

How do I know my child's particular need will be met?

- St Mary's is a catholic school with an ethos and aim to **recognise and develop the full potential** of each child.
- The National Curriculum is delivered by teaching that is broad, balanced and creative: accessible to all pupils through our school's *WONDER and DISCOVER* curriculum
- Training given to support teachers and teaching assistants in understanding the needs of any child
- Teachers are skilled at writing and adapting plans which take account of individual pupil needs (e.g. differentiation)
- Monitoring of teaching and learning by SLT
- Discussions between Class teacher and SENCO
- Liaison with external agencies for guidance and recommendations
- Additional adults may be used to help individuals or groups with working towards independence as a priority
- In school interventions planned by class teachers with the support of the SENCO, Subject, Leaders, Senior Leadership team as required.
- We are a 'Thinking School' using - De Bono's hats, questioning, thinking maps
- Grouping arrangements organised carefully to maximise learning opportunities for all
- Visual timetables/cues
- Strong ethos of pastoral care, developing independence
- Anti-Bullying Policy and procedures -we are a 'Telling and Listening School'
- Staff presence before and after school and during playtimes
- Class Teachers complete Dyslexia Friendly classroom check lists annually.
- Pupil's individual needs should be discussed with the Class Teacher first.
- The SENCO, subject leaders and Senior Leaders will be available for additional support as required depending on the needs of the child.

Tests and Assessments: Access Arrangements

What arrangements are available for pupils to access tests and assessments?

How will I know if my child qualifies for additional support or time to access tests?

- School adheres to current access arrangements for Keys Stage 2 statutory tests
- Range of access arrangements put in place, such as: scribing; brain breaks, 1:1 support, smaller group setting, additional time, transcriptions
- Further advice regarding access arrangements may be sought from the Educational Psychologist or other professionals
- Parents/carers will be informed whether their child qualifies for additional support or time to access tests.
- Booster and revision groups
- Medical Needs/Anxiety may be considered and pastoral care will be put in place.
- Statutory tests in Key Stage Two are conducted following regulations and guidance published by the Government, Department for Education.
- Discussions with the Class Teacher.

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations?

How does the school help develop my child's social and emotional skills?

What is the school's policy on bullying?

- School Mission statement and ethos
- The school has a Positive Behaviour Policy
- PHSE and RE lessons
- We are a 'Telling and Listening' school
- Access to the School Chaplain
- Planned and taught co-operative group work during lessons
- Supportive staff at break and lunch times
- Use of De Bono, 'Thinking Hats' to structure thinking and discussions.
- Use of 'Think and Repair' maps to address individual situations
- ELSA
- Draw and Talk therapy
- Social skills groups
- After school clubs led by Teachers and Senior Teaching Assistants
- External agencies e.g. Cognus -Behaviour Support team, ASD service, Speech language and communication service, Educational Psychology, NHS Wellbeing practitioners
- Referrals through the Early Help Assessment Team
- Referrals to CAHMS
- Referrals to Jigsaw4U

- Bullying of any kind is a totally unacceptable form of behaviour at our school and will be dealt with firmly and decisively.
- We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere, knowing that we are: *Learning, playing and growing together in the love of Jesus*

Accessibility

What facilities are in the school to assist children with disabilities move around the building and take part in lessons?

How do I know my child will be able to access all lessons?

- Step free access into the building
- Mechanical lift in place in one stepped area location.
- Tour of the school available to new families.
- School can refer to specialist services to seek advice regarding areas such as seating assessments.
- Transition preparation
- Duties under the Equality Act 2010

Working with Others

Who does the school work with?

How does the school work with other agencies?

How will I be informed?

- External agencies e.g. Cognus -Behaviour Support team, ASD service, Speech language and Communication service, Educational Psychology.

Referrals to the Early Help Assessment Team.

Referral to CAHMS.

Referral to Jigsaw4U.

- External providers of Clubs

e.g. Trampoline, Chess, Musical instruments.

- The school works with external agencies in the best interest of pupils

The school buys into relevant services

Discussion with parents always takes place and consent required prior to any referrals to external agencies.

Transitions

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

- The School Mission Statement and Ethos encompasses everything we do.
- Some children required additional support for daily transitions e.g. moving around the school or moving from the playground to the classroom we use a range of strategies e.g. including pre-warnings and use of visual timetables.

- Whole class and individual transitions are carefully planned by class teachers and teaching assistants depending on individual needs.

For transitions from year group to year group, children are given opportunities to visit their new classrooms, meet new staff when possible and for those may benefit; individualised transition timetables are implemented and transition books are created.

- For children entering the junior school from the infant school a comprehensive transition plan is created each year.
- Transitions to High school are carefully planned. The SENCO attends the Local Authority transition day plus arranges SENCO to SENCO meetings, prior and post transition when possible. Visits to the new school are arranged wherever possible.
- The school participates in the Local Authority transition meetings for passing on individual pupil information.
- For children new to Saint Mary's Federation a pre-entry meeting is held before starting.
- Peer buddies are set up for new to school pupils

Extended School Day

What additional facilities do you offer? e.g. Breakfast club; After school clubs; walking train to after school care

- **Orchard Child Care** offers an onsite Breakfast and After school club- See website for details.