



ST MARY'S R.C. PRIMARY SCHOOL, LEYLAND

SEN Information Report Date: September 2022

Name of the Special Educational Needs/Disabilities Coordinator:
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Miss Mary Moriarty

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The kinds of SEND we provide for.
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St. Mary's R.C. Primary School is a mainstream primary school.

We are an inclusive school that welcomes children from all backgrounds and abilities. We are committed to working together with all members of our school community and believe in achievement for all.

We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes half termly pupil progress meetings.

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need.

We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Hearing Impairment, Autistic Spectrum Conditions, Behavioural Difficulties and Specific Learning Difficulties SpLD (Dyslexia).

Our SEND profile for 2022-2023 shows that we have 14% of children identified as having SEND.

This percentage is made up of the following groups:

73% are identified as having SEND linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc.)

20% are identified as having SEND linked to Communication and Interaction as the main category of need (including speech and language difficulties and problems with social interaction)

6% are identified as having SEND linked to Physical and Sensory as the main category of need (including disabilities such as those affecting mobility, sight and hearing)

0% are identified as having SEND linked to Social, Emotional and Mental Health as the main category of need (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)

9% of our SEND register have an Education and Health Care Plan

1% of our school population have an Education and Health Care Plan.

The governing board of St Mary's RC Primary School applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice.

All applications will be treated on merit and in a sensitive manner by the LA.

The only restriction they place on entry is that of number. The level of ability of a child plays no part in the admissions policy of this school.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

(SEND code of practice 2015)

The SENDCO and SLT liaise closely with class teachers to analyse data and track children experiencing difficulties. Baseline information, EYFS information, termly teacher assessments, SATs, PIVATS, standardised scores and specialist teacher screening and assessments are all used to identify children who may require additional intervention in order to achieve best outcomes. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

The Code of Practice (2015) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching.

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided at our school. The SEND register is kept by the SENDCO in consultation with class teachers.

Underpinning ALL our provision in school is the graduated approach cycle of:

Assess – Plan – Do - Review

High quality teaching (Wave 1), differentiated for individual children, is the first step in responding to pupils who may have SEND.

This means:

- That the teacher has the highest possible expectations for all pupils in their class.
- That all teaching is built on what children already know, can do and can understand.
- Different ways of teaching are in place so that children are fully involved in learning.
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn.
- Teachers will let parents know what their child is learning and how they are progressing.

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement. Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions.

The decision to make Special Educational Provision involves the Class Teacher, SENDCO and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. This level of support is termed SEN Support and is school based. This may include additional provision at wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted interventions (Wave 2)

- These may be run in the classroom or in sessions outside of whole class learning.
- They are teacher led and may be delivered by a teacher or teaching assistant.

- These are usually group sessions with specific targets to help children to make accelerated progress.
- Interventions will be assessed and monitored by Class Teachers, the SENDCO and the Senior Leadership Team.
- Parents are informed when their child is in an intervention group.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Children who are supported by Learning Mentor or Family Support Worker are asked to reflect on their behaviour, learning or school day. This highlights the areas that the child may have difficulties with and enables the Learning Mentor or Family Support Worker to plan an individualised programme of support. The children repeat the process at the end of the planned support to check that the issues the child felt were important have been addressed.

Sometimes SEND children may access individual sessions of support from a learning mentor rather than a block of work as they may need time to discuss issues that concern them.

St Mary's R.C. Primary School has rigorous monitoring procedures. During any monitoring, a cross-section of pupils is taken and this includes children with SEND. This allows children with SEND time to express their views alongside other children. In addition, SEND specific monitoring takes place throughout the year, this may include learning walks, observations, book and planning scrutinies, planned pupil voice opportunities.

Every child in school has targets and they are discussed with the children. SEND children are included in this process. Where the child has an Action Plan or IEP, this is shared with children and parents. Weekly monitoring sheets are completed by the member of staff delivering them and these are monitored by a member of the SEND team. Action Plans and IEP's are evaluated at least half termly and are formally reviewed at the end of each term. One Page Profiles are created and updated as per requirements of Lancashire's SEND process. Children with statutory SEND needs are asked to contribute to their annual review.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parents have opportunities to become involved during parent's evenings, annual reviews, informal reviews and Team Around the Family (TAF) meetings. The Pastoral Team support identified families in school.

The governing board includes two parent governors and elections are held in the event of a vacancy arising. The SENDCO and Family Support Worker reports back regularly to the governing board.

The website contains details of all staff currently employed by the school. The school operates an open door policy. School hold two parent's consultation days a year to provide parents with opportunities to discuss the progress of their child. Parent questionnaires are given out to gather parent's views and suggestions on an annual basis.

The Pastoral Team are available daily to support parents and families. This support may include completing forms and paperwork.

The team are available to signpost parents to any additional information, advice and guidance they may require.

How will the curriculum be matched to my child/young person's needs?

School Leaders monitor the success of the interventions, judging how effective they have been on the pupil's progress. The impact of interventions is recorded to measure progress and adjustments made where necessary. The SEND and Pastoral team work closely with class teachers, teaching assistants and the school leadership team to identify the needs of the child and to ensure the correct support is given. When identifying additional internal or external provision, consultation with parents and the child (where appropriate) is paramount. The needs of the child and family are discussed in order to jointly agree the appropriate support.

Children's progress is reviewed termly at pupil progress meetings and also at pupil progress discussions at the end of a half term. Where concerns are raised an SEND concern form is completed and a plan of action is discussed. This may involve further internal assessments being carried out, inclusion in an intervention, work with a mentor, specific assessments by an external agency, enhanced quality first teaching, or a referral. It would also involve a discussion with parents. The graduated approach would be discussed.

Where progress towards targets is slow and not shown through assessment of the curriculum, a layered approach to target setting would be discussed and the use of PIVATs may be necessary.

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need. We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, Behavioural Difficulties and Hearing Impairment.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

How accessible is the school environment?

Wheelchair access is available to all areas of the school, including toilets for the disabled.

Pathways within the school grounds are regularly reviewed to maintain accessibility for all pupils by the site supervisor.

A wheelchair lift provides accessibility between KS1 and KS2.

Hand rails have been installed on staircases.

The main entrance to the school is wheelchair friendly.

Ramps situated around the school ensure full accessibility.

Desired strategies are planned and implemented depending on available funding.

Emergency and evacuation procedures are set up for all pupils currently in school.

Procedures are available to include wheelchair users.

All areas of the school are well lit.

School information is available on the school website and a noticeboard can be found in the school entrance. In addition to this parents and carers receive newsletters fortnightly.

Furniture is modern and of a suitable height appropriate to the age group of the children being taught. The school has a range of ICT programs for pupils with SEND in addition to laptops, iPads, computers and interactive whiteboards or touch screens in each classroom.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

A Provision Map for SEND is created annually by the SENDCo. This focuses upon specific SEND and interventions required to meet needs. The cost of provision is identified on this document. The cost of the support for each child is recorded.

The school allocates money according to both individual needs and group provision. The class teachers plan wave 1, 2, and 3 interventions each half term and discuss this at pupil progress meetings. These interventions are also evaluated on the Wave 2 and Wave 3 Intervention Provision Maps.

The SENDCo also commissions support from the SEND team, Educational Psychology (EP) services and Specialist teachers to support more specific needs. In addition to the termly consultation with the schools link EP, the school buy in an additional day of EP support every half term.

Where a child has an EHCP, the provision is discussed at an annual review. At St. Mary's we actively seek parents' opinions as to how we can best provide for their child.

Termly meetings with the SEND governor enables allocation of provision to be discussed.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Class teachers are responsible for the progress of all children in their class. If a parent has any questions about how their child is progressing or how they can help them further, then they should approach the class teacher initially. If the parent feels that they wish to discuss this further, then the SENDCo or a member of the Pastoral team are available to help.

At Parents' Consultations the age-related expectations are shared with parents. SEND Action Plans and IEP's are sent home to parents/carers and a reply slip is attached for parents/carers to make any comments. We strive to respond quickly to parents' concerns and put relevant strategies in place. Parents are informed about the support in school.

Parents are also invited in to termly open afternoons, SAT's workshops and Information meetings, Stay and Pray sessions and parent workshops.

We operate an 'open door' policy and encourage all our parents to be involved in their child's school life. This is a key message at the induction meetings for Foundation children. In addition to the two Parent's Consultations each year, we have parent workshops and 'drop ins', further meetings with parents, teachers and the SENDCo/SLT, both at our request and parents. We aim to be sensitive and honest with our parents in terms of the progress that their child is making. Our pastoral team are also always available to support parents of children with SEND.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need.

We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, Behavioural Difficulties, Hearing Impairment and Specific Learning Difficulties SpLD (Dyslexia).

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

We have a pastoral support team who regularly support children with SEND and their families. We review educational processes for all children in school half termly.

The school buys in to the SEND traded team and specialist providers for support strategies. School also buys in independent specialist teachers to support pupils and staff. School receive a group or a one to one EP consultation every term which is provided by the county led SEND team. In addition to this, school buy in an additional day of EP support every half term.

The SENDCo attends local cluster groups to share good practice. All staff training is reported to the governing board.

The school employs a part time Learning Mentor (3 days a week) and a full time Family Support Worker to support children who present with social, emotional or mental health needs. The feedback from teachers, parents, children and data shows this support is very effective.

School works with a wide range of external agencies including the school nurse, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Consultants, Children's Social Care and signposts to other services offering family support including the Children and Family Wellbeing Service.

A strength of our school is the nurturing support for children and parents. We cater for a wide range of difficulties and additional needs and we believe that there has to be good communication with parents to foster this ethos. Our staff have been trained to cater for varying needs such as Speech and Language Difficulties, Autistic Spectrum Conditions and Hearing Impairment. The leadership team prioritise training and any new training is actively encouraged.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Transition between school placements and key stages is fully supported at St. Mary's. Children and families will have the opportunity to access support from a member of the Pastoral and/or SEND team within school in order to make smooth transitions. St. Mary's Secondary School operates a Common Transfer Day in the Summer term which Year 6 teachers, the Pastoral Team, the SENDCO and the Head Teacher attend. For transition from Key Stage 2 to 3 each child takes part in the taster sessions organised by the secondary schools. The SENDCO, Family Support Worker, Learning Mentor and Class Teacher attend transition meetings and additional transition activities if necessary.

The Pastoral Team / SENDCO / EYFS Lead and EYFS staff support Nursery children's transition into school. There are visits by EYFS staff to nursery settings and also home visits by the class teacher. A member of the Pastoral team may also attend TAF meetings.

Parents are reminded to complete applications in time and are supported to complete them.

The Learning Mentor or teaching assistant will accompany children with complex needs on transition visits to secondary school.

Parents who have children with complex needs can be accompanied and supported on personalised visits to view secondary placements.

The Family Support Worker seeks to obtain records from previous schools with parental permission.

How will my child/young person be included in activities outside the classroom, including school trips?

We strive to give all of our SEND children the opportunity to take an active part in every aspect of school life, including extra-curricular activities/trips. Adaptations are made where necessary and can be anything from allocating a member of staff to support the child or being flexible on when the child attends.

School trips are planned with all children's needs in mind. Parents are consulted where extra precautions may be necessary and the relevant risk assessments completed. Some clubs are planned specifically to target certain children e.g. fitness club may target health issues or social skills. Breakfast provision and break time and lunchtime provision with the Learning Mentor provides extra support for vulnerable individuals.

Care Plans are in place to support children with medical needs.

What support will there be for my child/young person's overall well-being?

We have a strong Pastoral Team in school. Pastoral support is seen as a key part of our school life and at Induction meeting with parents we prioritise the value that we place on our pastoral care.

We encourage parents to be proactive in meeting the needs of their children and over the years they have sought advice and support from school in terms of their children's behaviour, emotional wellbeing and medical needs. They have also sought advice on other family situations.

All children, including children with SEND, are encouraged to take an active role in the life of the school. Through the PSHE curriculum and pastoral support children are taught a range of life skills including learning about emotions and developing a vocabulary to express them, ways of managing emotions and taking responsibility for their actions. It also develops children's social awareness and understanding.

Children with SEND are encouraged to share their thoughts and feelings at annual review meetings.

The Family Support Worker is the named medical officer in school and has strong links with the school nursing team. The Medical Policy identifies the procedures for managing medicines in school. The Medical List is updated annually, as are Care Plans. Each class has a medical register detailing medical needs. All medicines are stored in the school office or staffroom fridge and a log is completed and signed each time medicine is administered. In addition, we have close links with a range of other medical and family support agencies. We use the CAF process to identify needs early, taking guidance from Lancashire's Continuum of Need.

Intimate care plans and health care plans are updated by the school nurse in consultation with parents. A number of staff are first aid trained.

Safeguarding procedures ensure the well-being of all children but staff are particularly aware of the vulnerabilities of children with SEND. Comprehensive and up to date records are stored securely on CPOMs.

The Family Support Worker liaises with the Attendance Officer to monitor the attendance and punctuality of all children and where necessary a CAF may be initiated in order to support the family.

The Pastoral Team will support any child that they feel is vulnerable or at risk of bullying. Any report of bullying by a child or parent is taken seriously and is dealt with in line with the schools behaviour policy.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Pupil Progress meetings take place termly with the Class Teacher and SLT. The progress of each child is reviewed individually and the support, assessment or intervention needed is discussed. In addition to the end of term meeting, a half termly discussion is held between the class teacher and the department lead.

This information is part of the graduated response of assess, plan, do review cycle. Where more detailed assessments may need to be undertaken, the information from these will then be fed back to teachers with suggestions on how to provide for the child's needs. These will then be reviewed at the next progress meeting.

The SENDCo writes a termly report and this is shared with Governors at the termly full governing board meeting. An annual report is written each year which details outcomes for children with SEND in each department.

Termly meetings take place with the SEND governor, Mrs Sue Mills, to look at varying aspects of SEND provision.

Parents are integral to the support we provide at St. Mary's and views are always sought at annual reviews and TAF meetings. Parental surveys and questionnaires are sometimes completed at parent sessions and also at the end of the school year.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

For higher levels of need, school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational therapy
- Lancashire Educational Psychology Service
- Waite Psychology
- SEND Services
- Child and Adolescent Mental Health Services (CAMHS)
- Golden Hill Outreach Support

We pride ourselves on having strong links with other agencies. We work alongside:

- Parent Support Groups
- Children's Social Care
- School Nurse Team
- Pupil Referral Unit

We use the Common Assessment Form (CAF) process and Team Around the Family (TAF) to facilitate links with other agencies.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The first point of contact if a child/young person wishes to discuss something about their special educational need should be with their class teacher. A child may feel that they can talk to the Learning Mentor and the Learning Mentor can support them in discussions with the class teacher.

If a parent/carer wishes to discuss something about their child/young person, the first point of contact should be the class teacher. If the parent wishes to discuss the issue further, then a meeting will be arranged with the Department Senior Leader and/or the SENDCo.

If a parent wishes to make a formal complaint the complaints procedure can be found on our school website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

During discussions with parents / annual reviews / TAF meetings we signpost to support services as appropriate.

We signpost parents to Lancashire's Information and Advice Team (AIS) in order to access support.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

The service provides information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations

They can also support to families in:

- managing mediation appeals, to the First-tier Tribunal
- exclusion from school
- liaising between you, your nursery, school or college and other professionals.

Where can I find information on where the local authority's local offer is published?

Our Local Offer - http://www.st-marys-leyland.lancs.sch.uk/index.php?category_id=483

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>