



Special Educational Needs and Disabilities (SEND)

Information Report

2017 -2018

At St Mary's CE Primary School we are committed to ensuring that all of our pupils achieve their full potential. We work hard to remove any barriers that may be affecting learning and aim to provide pupils with the support they need to make progress and achieve. As children learn at different and some pupils will require additional help and support (sometimes referred to as SEND support). This report aims to answer any questions you may have about how St. Mary's achieves this and where you can find additional information.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- At St Mary's we aim to quickly identify children who display a special educational need or disability in order to put in to place support and differentiated learning to support progress.
- Children identified will show delayed progress in one or more areas of their learning, which is significantly below his/her peers. Other areas of need identified are Physical Difficulties and Social and Emotional needs.
- If a parent feels that their child has a special educational need or disability - they can use the open door policy to talk to the class teacher and SENCO regarding their concerns.
- If a teacher highlights a learning need, the parents are informed immediately and asked to attend a meeting to complete a 'Cause for Concern' response form to establish their views and concerns. This is our first step to the graduated response.
- All teachers follow an Assess, Plan, Do, Review process which will identify and closely monitor any specific needs.

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

- All identified children are assessed regularly through a process of Plan, Do, Review.
- All class teachers deliver quality first teaching which includes differentiated learning for all children, adapting the curriculum to the learner's needs.
- Classroom activities are modified so that children are able to learn at their own level.
- Pupils have access to adapted resources.
- Throughout school there are age appropriate interventions to support children with their learning, ranging from one to one to small group support. Teachers will liaise with Support Staff to evaluate the effectiveness of interventions on a regular basis.

What equipment or resources do we use to give extra support?

- We use visual timetables and visual cues as support for communication for those pupils who need it.
- We use arrange of technology to aid children's learning. A range of software is used to help pupils engage with aspects of the curriculum they find difficult or to practise their basic skills or to help them become independent learners.
- We also use a range of specialist resources for those children who need it. Examples include: writing frames/scaffolds, timers, pencil grips, sloping writing boards, coloured overlays for reading, adapted scissors, sitting cushions etc.....

How will both the school and I know how my child is doing and how will school help me to support my child's learning?

- Through our open-door policy parents can talk to their child's class teacher at the start and end of the school day, or by appointment.

- Your child will have a termly Pupil Centred Review that is attended by Parents, Class Teacher, and SENCO; other professionals involved with your child are also invited to attend. The pupil will contribute information to the review and this will be discussed with your child prior to the review meeting.
- At the Pupil Centred Review the child's strengths, progress and next steps are discussed. This will draw up an action plan which will be used to identify next steps to overcome any issues that are not working well currently and how everyone can best support your child with their learning. Within the action plan, all attendants will take responsibility for a particular action.
- If there are significant updates to the Action Plan before the next review date (eg lack of /accelerated progress) then the Class Teacher will discuss these updates with Parents and they will be added to the pupil's plan.
- We use P Scales (Yr 1-6) to assess progress below the expected standard.
- Performance Indicators for Value Added Target Setting (PIVATS) are used to assess small steps progress.
- We use Home School Communication books for those pupils with more significant needs.
- Parents' Evenings are held termly for all pupils.

What support will there be for my child's overall wellbeing?

- Our curriculum is designed to meet the overall needs of the child - emotionally, socially and academically.
- For pupils with social and emotional needs there are interventions specifically to support these needs.

What specialist services and expertise are accessed by the school and how do we work together collaboratively?

- When required, we have support from specialist teachers / support staff for accessing the curriculum and extra work on SEND related needs eg. speech, language & communication, autistic spectrum disorder, specific learning difficulties, hearing impairment, visual impairment, behaviour related needs.
- We get support from local authority services (Educational Psychology Service).
- We also seek advice from other services if we believe a pupil needs a period of specialist therapy. These services include the Speech & Language Therapy Service (SALT), Hearing Impairment (HI) Service, Visual & Physical Impairment Teams (ViPI) Service, and Healthy Young Minds Oldham (formerly CAMHS).
- We may also suggest a referral to Occupational Therapy (OT) or Physiotherapy; we cannot refer to these two services directly and therefore parents are given the choice of doing so themselves via their GP or us doing so via the school nurse.
- We then use the advice offered by these services to implement strategies and programmes to support each pupil's needs, agree targets, review progress and plan next steps. We also use some of these services to help train our staff.
- Together with the parents and pupils (dependent on their age and ability) we review the pupil's progress. We agree what everyone will do to support the pupil's learning: setting clear targets for the pupil's achievement, agreeing how we will work together and what we will each do, agreeing a date to review how well the pupil is doing and whether we are making a difference, and what the next steps will be.

What training are the staff supporting children with SEND receiving?

- All staff have annual updates for SEND Policy and Procedures.
- Individual staff have training linked to the specific needs of the child that he/she is supporting.
- All staff access training on new resources and interventions.

How will my child be included in activities outside the classroom including school trips?

- We have a variety of before and after school clubs which are available to all pupils. If your child requires extra support in a club then provision can be made.
- We have a wide variety of regular educational visits, as well as Year 6 residential; pupils with SEND are included in these. We provide additional and trained staff to support their inclusion and make

adaptations for pupils with SEND if needed. Where necessary, we work in partnership with parents to ensure the inclusion of children with SEND.

- The visits we choose are accessible to all.
- All visits are risk assessed before attending to ensure that necessary support and adjustments are made in order for all children to be included.

How accessible is the school's environment?

- The school has two disabled toilets, one fitted with a ceiling hoist and bed.
- Wheelchair access from the hall to the KS 2 area is provided by a stair lift.
- Ramps are located around the school and the main entrance has wheelchair access.

How will the school prepare and support my child in their transition to join the setting, and transfer to a new class or the next stage of education?

Transferring to our school:

- During the Summer Term prior to your child starting St Mary's School there will be a Pupil Centred transition meeting with pre-school staff, parents and agencies involved, to draw up a one page profile of the child and discuss if any additional transition days/sessions are required. Where appropriate, transition books are used for vulnerable children that includes photos and key information about their new school.
- The SENCo liaises with the child's current setting - so that we can gather all the necessary information about the child's needs. This information is then shared with the child's new class teacher so that measures for a smooth transition can be put in place.

Transferring to a new class in our school:

- In the Summer Term before your child moves year group it will be discussed with parents if any extra transition visits need to be arranged.
- All information and records are shared with the receiving class teacher.
- Pupils in Year Group 2 with Education and Health Care (EHC) Plans will have an Annual Review in the Spring Term when transition to Key Stage 2 will be discussed and planned for.

Transferring from our school:

- Secondary schools offer information evenings and transition days prior to children moving to secondary school.
- We organise additional visits, if necessary, to help vulnerable pupils to become more familiar with the new school surroundings.
- For pupils with EHC Plans transition will be considered at the Year 5 Annual Review in the Spring Term.
- When your child is in Year 6 a representative from each secondary school is invited to each pupil with SEND's summer review meeting, which parents also attend.
- The SENCo forwards relevant SEND information and records for each pupil to the receiving secondary school.

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

- Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and we meet pupils' needs from this, including any necessary human and physical resources.
- If the assessment of a pupil identifies a need which is significantly different to what is usually available then it will be determined whether the child should be considered for Statutory Assessment, and an Education Health and Care Plan. This may mean that you are eligible for a personal budget. This must be used to fund the agreed plan.

Who can I contact for further information?

- Here at St Mary's School we have an 'open door' policy. Parents can contact school to arrange to meet with members of staff to discuss any issues. You can speak to our school SENCO - Special Educational Needs Co-ordinator (Mrs Ernest); your child's class teacher; the Headteacher (Mrs Hartley) or the SEND Governor in school (Mrs Snape). Please contact the school office, who will then direct you further.

- We actively encourage home-school links. In addition to welcome meetings, information evenings, parents' evenings, review meetings and annual reports, parents can also communicate more informally eg. via phone calls or sending a note into school.
- Parents are also encouraged to speak to specialist advisors to help receive the support they need.
- In Oldham we have a parent/carer forum, which is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. www.pointoldham.co.uk