



## **St Mary's CE Primary School**

### **Special Educational Needs and Disabilities (SEND)**

#### **Information Report (Local Offer)**

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 rates, 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. The report is written in accordance with requirements set out in the SEND Code of Practice.

#### **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 into place support and differentiated learning to support progress. Children may have already had their needs assessed in their Nursery setting.
- Areas of need are categorised into four main areas: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Needs; Sensory and/or Physical Needs. Children identified as needing additional support will show delayed progress in one or more areas, which is significantly below his/her peers.
- The graduated response is broken down into stages: Stage 1 – Initial Concerns; Stage 2 – Monitoring; Stage 3 – SEND Support without external agencies; Stage 4 – SEND Support with external agencies; Stage 5 – School Request for an EHCP; Stage 6 – EHCP issued.
- If a parent feels that their child has a special educational need or disability - they can use the open-door policy to first talk to the class teacher. The class teacher will then consult the SENDCo regarding their concerns and will complete a 'Cause for Concern' response form (attached at the end of this document).
- If a teacher highlights a learning need, the parents are informed immediately and may be asked to attend a meeting to complete a 'Cause for Concern' response form to establish their views and concerns. This is our first step in the graduated response.
- All teachers follow an Assess, Plan, Do, Review process which will identify and closely monitor any specific needs. The impact of any interventions being put in place are reviewed regularly by class teachers and discussed with the SENDCo.
- With little further progress, the level of intervention may be escalated and if necessary, external agencies may be asked for advice. This will always be in consultation with parents.
- If a pupil continues to demonstrate a significant cause for concern despite interventions being in place for a reasonable period of time and despite specialist advice and support from external agencies, a request for an Education, Health and Care Plan will be made to the Local Authority. A range of evidence about the child will support the request.
- At St Mary's, we use the LA Person Centred Planning Toolkit – see Oldham Local Offer [https://www.oldham.gov.uk/downloads/file/3779/send\\_guidance\\_person\\_centred\\_planning\\_toolkit](https://www.oldham.gov.uk/downloads/file/3779/send_guidance_person_centred_planning_toolkit).

### **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 high quality teaching which includes adapted learning for all children, matching 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. Teachers create a Provision Map which states provision in place for groups or individual children and this is updated as necessary.

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

- Every teacher at St Mary's delivers high quality teaching. This includes making effective pedagogical choices and personalised approaches to learning thus removing barriers. Teachers use the Oldham SEN Graduated Response Toolkit to aid with choosing strategies to meet individual needs.  
[https://www.oldham.gov.uk/homepage/1065/graduated\\_response\\_in\\_schools](https://www.oldham.gov.uk/homepage/1065/graduated_response_in_schools)
- Every classroom has a visual timetable clearly displayed and visual cues are used as support for communication for those pupils who need it. Some children have individual visual timetable resources such as 'now and next' boards.
- We use a range 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, kick bands, chew aids, fidget toys, theraputty 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 SENDCo; other professionals involved with your child are also invited to attend. The pupil will

contribute their views to the review and this will be discussed with your child prior to the review meeting. Parental views are also sought.

- At the Pupil Centred Review, the child's strengths, progress and next steps are discussed. This will be used to agree an action plan with targets which will 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.
- All notes, information and actions from the Pupil Centred Review are recorded in an SEN Support Plan which is a rolling document.
- 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 SEN Support Plan.
- We use Home School Communication books for those pupils with more significant needs.
- Parents' Evenings are held termly for all pupils.
- Pupil's with an EHCP will also have an Annual Review which is attended by class teacher, SENDCo, parents and any external professionals where possible. The child will also attend the Annual Review to share their views.

### **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. RSHE lessons cover a range of topics such as friendship, bullying, families and online safety.
- For pupils with social and emotional needs there are interventions specifically to support these needs.
- We have a qualified ELSA (Emotional Literacy Support Assistant) in school who works with children throughout the school for a variety of reasons. Dedicated pastoral time is provided for pupils with significant areas of need. Support sessions and interventions aim to provide support and guidance to children by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.
- We also have staff who are trained in Mental Health First Aid.

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

- When required, we have support from QEST (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 the local authority Educational Psychology Service.
- We also seek advice from other services if we believe a pupil needs specialist intervention. These services include the Speech & Language Therapy Service (SALT); Hearing Impairment and Visual & Physical Impairment (SAPSS) teams; CAMHS; Community Paediatrics; Occupational Therapy (OT).
- 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.
- The Educational Psychologist and the advisory teachers from QEST can provide advice for staff for new 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 a 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?**

- At St Mary's, all staff are aware of the Equality Act 2010 and ensure that reasonable adjustments are considered to ensure that pupils with disabilities are not treated less favourably than other pupils.
- The school has two disabled toilets, one fitted with a ceiling hoist and bed.
- Wheelchair access from the hall to the KS2 area is provided by a stair lift.
- Ramps are located around the school and the main entrance has wheelchair access.
- The edges of all steps are clearly marked in colour to ensure that children with Visual Impairment needs are safe when moving around the school environment.

### **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 include photos and key information about their new school.
- The SENDCo 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 with Education and Health Care (EHC) Plans will have additional time during the Summer Term reviews 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 as applicable to the individual.
- 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 SENDCo 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. They provide what pupils need from this, including any equipment. A targeted approach is developed to support those children identified as having SEND. The local authority may contribute if the cost of meeting an individual pupil's needs is more than £6,000 per year.

- If the assessment of a pupil's needs with an EHC Plan identifies something that is significantly different to what is usually available, there may be additional funding allocated. 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 SENDCo – Special Educational Needs Co-ordinator (Mrs Hepworth); your child's class teacher; the Headteacher (Mrs Hartley) or the SEND Governor in school (Miss Morris). 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](http://www.pointoldham.co.uk)

### **What to do if you are not satisfied with a decision or what is happening (for parents)**

- Your first point of contact is always the person responsible – this is the class teacher or the SENDCo. Explain your concerns to them first.
- If you are not satisfied that your concern has been addressed, speak to the Headteacher
- Still concerned? Ask for the school Governors representative and follow the School's Complaint Procedure.
- If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer  
Freepost - RRGY-TJSR-GHGZ  
PO Box 40  
Level 8, Civic Centre  
West Street Oldham,  
OL1 1XJ

Tel: 0161 770 1129  
[cypf.complaints@oldham.gov.uk](mailto:cypf.complaints@oldham.gov.uk)



**Appendix 1**

**CAUSE FOR CONCERN FORM – SEND**

Please complete with as much detail as possible and then pass to the SENDCo.

<b>Pupil's name:</b>		<b>Year:</b>
<b>Form completed by</b> <i>(Must include class teacher):</i>		
<b>Date:</b>		
<b>Main areas of concern</b>	<input type="checkbox"/> Communication and Interaction <input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/> Sensory and/or Physical	
<b>Reasons for concerns</b>		
<b>Action tried and outcomes</b> <i>(Including conversations with parents)</i>		
<b>Barriers</b>		
<b>What should happen next?</b>		
<b>SENDCo Actions</b>		
Signed:		Date: