

St Mary's Catholic Primary School

Our SEN Provision

There are four broad areas of special educational need, these are:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

The kinds of SEN that are provided for:

At St Mary's RC Primary School, we have experience of supporting children and young people with a wide range of need including:

Communication and Interaction

- Speech, Language and Communication Needs (SCLN)
- Autism Spectrum Condition (ASC)

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

Social, Emotional and Mental Health Needs

- Mental Health Difficulties
- Social and Emotional Needs

Sensory and/or Physical needs

- Gross and Fine Motor Needs
- Sensory Processing Needs
- Hearing Impairments

- Visual Impairments
- Physical Disability
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)]

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our approach to teaching children & young people with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage and the National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The curriculum also includes social aspects that are essential for lifelong learning, personal growth and development of independence.

At St. Mary's Catholic Primary School, we:

- Identify, at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs
- Ensure that all pupils have access to the school curriculum and all school activities
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have
- Support pupils to gain in confidence and improve their self-esteem
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels
- Give every child the entitlement to a sense of achievement
- Regularly review the policy, procedures and practice in order to achieve best practice

How we adapt the curriculum and learning environment for children & young people with SEN

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

Some of the ways that we achieve this are:

- By setting personalised targets and outcomes to help children achieve to the best of their abilities, despite any difficulty or disability they may have
- Using a wide range of adaptive teaching strategies to meet individual needs and learning preferences – split learning into smaller chunks and build on small steps of progress through use of scaffolds, differentiated activities, small group work and some 1:1 supervision and support
- Providing support, space, resources, expertise, interventions, routines and care for individuals – e.g. ensuring that classrooms are 'Dyslexia or ASC friendly'
- Ensuring that staff know children well and, as a result, provide suitable provision to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- Seeking and implementing recommended intervention from external specialists that is appropriate to individual needs of each child in order to provide high quality experiences
- Monitoring the quality of teaching and learning across the school with a particular focus on the provision for pupils with SEND

At St Mary's, we ensure that all children are given the same opportunities to participate in activities outside the classroom, including extra-curricular activities. We ensure that reasonable adjustments are made to enable children with SEND to access the wider curriculum offer which enriches their life experiences. As a school, we ensure that suitable and accessible transport is provided and that comprehensive risk assessments cover travel arrangements to ensure that all children are safe during excursions.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the School Policies section of our website.

How we identify, assess and review children with special educational needs

The majority of children with SEN (with or without a diagnosis) will have their needs met through Quality First Teaching (QFT) strategies.

In order to establish whether needs are being met, staff use a range of assessment methods to monitor children's progress. At St Mary's, assessment is carried out by staff who work together to moderate children's work. This moderation is supported by the Local Authority and BWCET on a

regular basis. The school uses a tracking system to analyse data and to identify gaps in children's learning and to plan appropriate intervention when required.

A child may have a special educational need if they:

- Continue to make little or no progress from their starting points over a long period of time
- Continue working at a national curriculum level substantially below that expected of children of a similar age
- Continue to have difficulty in developing literacy and mathematics skills
- Have emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- Have sensory or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At this point staff will refer to the 'practical approaches to support inclusion' guides devised by the Local Authority. These documents provide an overview of need and describe the type of support that early years providers, schools and colleges should be making for pupils and whether it may be necessary to initiate the graduated approach.

The graduated approach takes the form of cycles of "**Assess, Plan, Do, Review**".

This means that we will:

- **Assess** a child's specific needs
- **Plan** the provision to meet your child's agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

The class teacher will initially discuss the child's needs with the SENCO and will then arrange a meeting with parents/carers and/or the child/young person at the earliest opportunity. During (or just following) this meeting a **Short Note** would be completed with agreed outcomes for the child/young person and next steps. The Short Note would be actioned, assessed and reviewed.

Depending on how the outcomes have been achieved, the Short Note may cease, or it may be necessary to complete an individualised **SEN Support Plan** that describes the child's specific needs, outcomes & provision in more detail. Parents/carers and child/YP (where appropriate) views are integral to this process and we will continue to work closely with them each term when reviewing outcomes and planning next steps. As with the Short Note, if outcomes are consistently achieved and the child continues to make progress, the SEN Support Plan may cease.

If there is still significant concern, it may be necessary for the SENCO to arrange for the involvement of specialist support or advice for example, Speech and Language Specialists, CAMHs, Educational Psychology, SENDIASS (Parents Advice and Support Service), Cognition and Learning Team,

Occupational Therapy or another education, health or social care professional. It is important to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' children but to seek advice or strategies to enable them to achieve their full potential.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an **Education, Health and Care Plan**.

This is likely to happen if, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress towards the outcomes on their SEN Support Plan. At this point, the school and/or parents will consider requesting an Education, Health and Care Assessment. Parents or school are the only partner who can request an Education, Health and Care Assessment through the local authority. In order to initiate an EHC assessment, the local authority will expect to see evidence of action taken by the school which includes:

- Records of regular interventions, strategies, reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Early learning goals and national curriculum levels of attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare service
- Costed provision maps

The purpose of an EHCP is to make special educational provision to meet special educational needs of the child or young person, to secure the best possible outcomes for them across education and into adult life (SEND Code of Practice p.142). It is a legal document that describes a child or young person's special educational, health and social care needs. An EHCP is reviewed annually and includes the following:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs, including health needs
- Identification of the special educational provision necessary to meet the pupil special educational needs
- Short term targets for the child to work towards
- Identification of the type and name of the school where the provision is to be made
- Relevant non-educational needs of the child
- Information on non-educational provision
- Reports and views of any other specialist involvement

Some children may join St. Mary's with a **need already identified**, and with parents/carers having a clear understanding of their child's needs. In this case we work together with parents/carers, the young child and education, health and social care professionals to ensure that the appropriate support is in place as detailed above.

For more detailed information see the Local Offer.

For further information please view or download our **Accessibility Plan** which can be found in the School Policies section of our website.

How children with SEN engage in all activities?

At St Mary's, we plan to ensure that all children can access all activities to the best of their ability. We do not see SEND as a barrier to accessing the full curriculum and ensure that children with SEND are fully included in all activities, in order to promote the highest levels of achievement.

To do this, we:

- Ensure that all children with SEND are fully included in all activities within school life
- Ensure that all pupils have access to the school curriculum and extra-curricular activities
- Ensure every child has the entitlement to a sense of achievement
- Ensure that extended provision (Breakfast Clubs & After School Clubs) is offered to all children

For more information on this, see our **SEND Policy, Teaching and Learning Policy, Accessibility Plan, Equality Policy** and **Equality Information and Objectives** in the School Policies section of our website.

How we evaluate the effectiveness of SEN Provision

We continuously monitor and evaluate our provision for SEND to ensure that it has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Formative assessment by class teachers in partnership with learning support assistants to inform next steps
- Daily discussions between key members of staff
- Close working relationships between staff and the SENCO
- Focussed summative assessment to inform SEN provision planning
- Monitoring of the number of personalised outcomes that are achieved each term on SEN support plans
- Quality assurance evaluation of SEN support plans
- Performance management targets linked to pupil progress
- Robust evaluation and regular updates of policy and practice approved by governors

- Learning walks to observe the impact of SEN provision (Quality First Teaching strategies and the agreed strategies on Short Notes, SEN Support Plans and EHC Plans) on children's learning in class and in books – conducted by SENCO/SLT/link governor
- Provide parents/carers, children and staff with the opportunity to provide feedback.

Support for Emotional & Social Development

Inspired by our values curriculum and restorative approach to behaviour, our supportive and caring ethos provides the foundation to a positive and personal educational environment which enables children to develop high self-esteem. We believe it is crucial to support and promote the emotional wellbeing of all children. On a daily basis the class teacher is responsible for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact. Should further support be required, the class teacher will liaise with the SENCO who may arrange an additional layer of pastoral support for children and their families.

Examples of the type of support that can be arranged include:

- Intervention sessions delivered by trained members of staff such as Lego Therapy (social skills); 1:1 and group nurturing (self-esteem/belonging)
- One to one counselling delivered by our school counsellor, e.g. developing positive thought habits; dealing with high levels of anxiety
- Consultation with a range of specialist educational teams such as the Behaviour Intervention Team and/or the Emotional Wellbeing and Effective Learning Team
- Signposting parents to specialist agencies or charities such as Children and Adolescents Mental Health Services (CAMHS); Health and Children's Services; the Rollercoaster Support Group
- Support from our Family Support Worker which may include 1:1 emotional resilience work; self-esteem and confidence building course; parenting advice; emotional support; financial advice; advice to improve in punctuality and attendance

We understand that the wellbeing of our children is often affected by the wellbeing of the adults they interact with. We believe, therefore, that it is essential that not only do we support children but that we help protect and promote the mental health of each and every member of our school community.

Looked After Children with SEND

Mrs Clare Davison, our SENCO is the designated person for Children Looked After and it is her responsibility to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

Children Looked After with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. The process will start with a

Short Note and, following the identification of need, a SEN Support Plan or EHCP to meet the requirements of the pupil will be put in place, alongside a PEP (Personal Education Plan).

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or, in the case of an emergency placement, within 10 working days. The PEP is a record of what needs to happen for children looked after in order to enable them to fulfil their potential. It must reflect any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should also reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

SEN Transition

Effective transition at all stages is essential to ensure that children feel safe within the learning environment. At St. Mary's, we have systems in place to ensure that transition is as smooth as possible for all of our pupils.

How we support children/young people with SEN starting at our school

Transition from Nursery to Reception Class is a big step for both our children and their parents. We aim to support our families through this important stage in a number of ways. Mrs Kirsty Priestley and Mrs Katharine Chapman (Early Years Teachers) ensure that all children have the opportunity to visit the Reception Classes during the final Summer Term.

Children and parents will be invited to visit school with their children, initially for an hour a day and then the children are invited to attend for an additional hour without their parents. Parents are also invited to attend an induction evening. During induction parents will meet all the staff and listen to short presentations. They will receive information, guidance and advice relating to school uniform, school meals, school routines, outdoor visits and how best to support their children in the run up to starting school and during their first year. Early Years staff also visit children in their Nursery setting and/or at home to get to know them in advance which helps to ensure a smooth transition into school.

How we support children/young people with SEN moving between classes in our school

We work closely across the school so children become familiar with each staff member. Transition is treated the same at every juncture and children are given the opportunity to take part in a 'Moving Up Day', where they spend time with their new class teacher in their new classroom. During the summer term, the current class teacher and the new class teacher both attend the SEN Support Plan review meeting with the child (if appropriate) and parent/carer. This ensures that essential information is shared and, for those children who require it, additional arrangements are planned to support transition. This can include spending additional time in their new classroom, visiting their new classroom with their current member of support staff, beginning transition arrangements earlier in the Summer Term or photographs of their new classroom to take home and talk about with Parents and Carers during the Summer holidays.

How we support children/young people with SEN leaving our school

If your child leaves St. Mary's at any point, the SENCO will ensure that all SEND information is passed onto the next school to ensure that they are fully aware of any additional needs your child may have.

Once Secondary School places have been allocated, we work closely with Transition Workers from **any feeder schools**. The vast majority of our pupils from St. Mary's transition to St. Bede's Catholic School and Sixth Form College, with whom we have very strong links. Staff from St. Bede's meet with Year 6 teacher to discuss each pupil and their needs. St. Bede's staff also visit St. Mary's and deliver sample lessons during the summer term prior to our pupils visiting St. Bede's for taster days and Welcome Mass.

As part of our transition package, the SENCO will ensure that all SEND information is passed onto the next school to ensure that they are fully aware of any additional needs your child may have. The SENCO will work closely with families to ensure that the needs of the individual are met to the best of their ability. For example, extra transition visits for both parents and pupils, involvement of SENDIASS (formerly Durham Parent Partnerships) or support around the social or emotional well-being of the pupil.

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

SEN Specialist Expertise

SENCO

Our SENCO is Mrs Clare Davison and she holds the National Award for SEN Coordination (NASENCO). To contact Mrs Davison, please use the contact us section of our website.

The role of the SENCO is to:

- Oversee the day-to-day operation of the school's SEN policy
- Liaise with the relevant Designated Teacher where a looked after pupil has SEN
- Advise teachers on using a graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
- Liaise with parents/carers of pupils with SEN
- Liaise with and be a key point of contact for external agencies
- Maintain the SEN register and ensure that the records of all SEN pupils are up to date
- Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements

External Specialists and Other Bodies

The school enjoys close working relationships with a wide range of people who provide services to children with SEND and their families.

These external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child
- Provide whole school training

These include:

- [Durham SEND Information, Advice and Support Service](#)
- [Durham County Council Local Offer](#)
- [Educational Psychology Service](#)
- [Autism & Social Communication Team](#)
- [Sensory and Physical Team](#)
- [Social, Emotional and Mental Health Services](#) Team
- [Speech and Language Support Programme \(SALSP\)](#)
- [Cognition and Learning Team](#)
- [Movement Support Team](#)
- [CAMHS Assessment Team](#)
- [Occupational Health Service](#)
- [One Point Children's Service](#)
- [Stanley Family Centre](#)
- [NHS Family Health Service](#)
- NHS [Speech and Language Therapy](#)
- [The Service for Hearing Impaired](#)
- [The Service for the Visually Impaired](#)

How We Secure Specialist Expertise

We receive a notional SEN budget from the Local Authority to support children and young people with SEND which allows us offer a wide range of intervention and enhancement programmes within school and through our partnerships with other agencies and professionals within the Local Authority.

This is used to support children and young people with SEND by:

- Funding additional support staff in order to provide for the identified needs of SEND children: e.g. small group support, 1:1 support (where necessary) and specific interventions
- Funding additional resources and equipment
- Funding for staff training
- Funding referrals to SEND for specific assessment

If a child has complex special educational needs, school may also receive additional funding from the Local Authority to meet the agreed outcomes.

Consulting with our SEN Pupils, Parents & Carers

Consultation with Children and Young People with SEND

Teachers, the SENCO and support staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role (if appropriate) with setting their outcomes and discussing them with the class teacher or SENCO.

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings
- Ongoing discussions with a class teacher and/or SENCO
- Through regular reviews of their child's SEN Support Plan/ EHC Plan

Compliments, Complaints and Feedback

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience. We seek parental views in a number of ways across the year and act on feedback to improve what we do. We hold a regular SEND coffee

morning for parents to share their views in an informal setting and share their experiences and we use formal and informal parent questionnaires.

We welcome your views on the content of our SEN Information Report. If you would like to comment, please complete the online form in the Contact Us section of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that parents do not have cause to make a complaint about our SEND provision and urge parents to get in contact at the earliest opportunity if they have a concern. In this way we hope to be able to deal with issues swiftly.

In the rare event that issues cannot be resolved at an informal stage, parents are directed to our **Complaints Policy** which outlines the procedure to be followed.

Any complaints will be dealt with as quickly and efficiently as possible.

- In the first instance parents should speak to the class teacher
- Make an appointment with the school SENCO/HT
- If matters are unresolved please seek further advice from SENDIASS. Durham SEND Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND
- To make a formal complaint please follow the procedure in the Complaints Policy which can be found in our School Policies section

These concerns are either sorted out informally, often as a result of discussions, or become formal complaints. The period of consideration will vary with the degree and complexity of the complaint and the urgency with which it needs to be settled.

If your concern is directly related to decisions around an EHC assessment or EHCP this will be managed directly by the Durham Statutory Casework Team.

Further information can be found in the **Complaints Policy** in the School Policies section of our website or by visiting the [Durham County Council Local Offer](#) website.

September 2023