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1. Kinds of Special Educational Needs and Disabilities that are provided for at St Mary's	St Mary's provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2015: • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs As an inclusive school, we provide for children with a range of Special Educational Needs and Disabilities.
2 Information about the school's Policies for identification and assessment of pupils with SEND All information below can be found in our SEND policy: Mission Statement 1. Aims and objectives 2. Roles and Responsibilities for SEND provision 3. Arrangements for coordinating SEND provision 4. Admission arrangements 5. Specialist SEND provision 6. Facilities for pupils with SEND 7. Allocation of resources for pupils with	Pupils are identified as having SEND, and their needs assessed, through: ❖ information passed on from Nursery/ Infant/Primary/previous schools; ❖ Key stage results, baseline testing and progress data; ❖ feedback from teaching staff and observations; ❖ interventions showing no impact; ❖ referrals from parents; ❖ pupil referrals. All pupils are rigorously tracked in order to inform our planning and teaching. If there are any

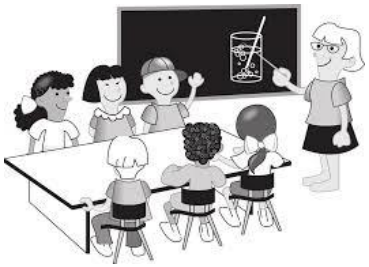
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SEND 8. Identification of pupils' needs 9. Access to the curriculum, information and associated services 10. Inclusion of pupils with SEND 11. Evaluating the success of provision 12. Complaints procedure 13. In service training (CPD) 14. Links to support services 15. Working in partnership with parents 16. Links with other schools 17. Links with other agencies and voluntary organisations	concerns regarding progress or if any child requires extra support, then this is identified by staff at the earliest opportunity and swiftly acted upon. If you are concerned about any area of your child's development, please speak to your child's class teacher in the first instance. They may be able to provide you with further information about what the school can provide.
3a Evaluating the effectiveness of the provision made for pupils with SEND 	Tracking is completed termly by all class teachers, and adaptations to provision are made in light of these findings. Data of children with SEND is analysed termly by the school SENDCO and this is reported to the school governing body. Provision mapping is completed once per term by the SENDCO to list and monitor all provision offered to pupils. A SEND action plan is completed by the SENDCO with targets set to improve the effectiveness of the provision we provide for our children at St. Mary's. This is reviewed frequently and updated where necessary in line with guidance from professionals / changes to government policy / the needs of our children.

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3b Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review  	These arrangements include: ❖ data tracking for pupil progress ❖ observations and follow up ❖ 3 parents' evening meetings a year and an end of year written report ❖ 'Open door' policy ❖ Reviews of children's 'Individual Education Plan' targets take place 3 times a year and are shared with both parents and pupils ❖ Annual reviews for children with Education, Health and Care Plans As a school we follow a specific Assess-Plan-Do-Review cycle (The Graduated Approach) to support the progress of your child. More specifically, this means **planning**, which involves discussing in-depth the nature of the problem that your child may be experiencing and what specific support can be put in place. The **doing** aspect involves the school and any other agency (if required) carrying out an agreed intervention over a set period of time. A **review** will then be arranged between the school and parents and any other agencies that may be involved or are being considered to become involved with your child. Children with SEND are **assessed** informally by the class teacher frequently and feedback from these informal assessments and observations – as well as data, parents' views and the voice of the child – are considered when considering the necessary next steps to ensure further progress is made. The impact of all interventions is measured and monitored closely. If, following interventions, a child's progress continues to give cause for concern, your child's class teacher and/or the SENCO will discuss next steps with you as the child's parent/carer. If it is felt a child requires further additional support, school will discuss with you the pathways to more specialist support/provision.

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3c The school's approach to teaching pupils with SEND	Provision for SEND pupils includes: • quality first teaching, with appropriate differentiation in place; • extra adult support in classrooms or for individuals where appropriate; • personalised provision through time-limited programmes; • personalised provision through adapted resources and interventions (1-1 or small group work) • Multi-sensory teaching methods • Support from external services such as Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc
3d How adaptations are made to the curriculum and the learning environment of pupils with SEN 	The curriculum /learning environment may be adapted by: ❖ groupings that target specific levels of progress; ❖ differentiated resources and teaching styles; ❖ appropriate choices of texts and topics to suit the learner; ❖ access arrangements for tests and/or examinations; ❖ additional adult support.

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3g Support that is available for improving the social emotional and mental health of pupils with special educational needs and disabilities 	Pupils are well supported by: • A clear policy regarding behaviour and expectations that all children adhere to • An anti-bullying policy that is supported by all staff • Targeted support for individual pupils (time in the Nurture Room/ SEND hub or hive with a trusted adult) • Daily 'check in' time for some children • Safe spaces • Communication logs / books to keep the dialogue between school and home open • Circle time • PSHE / PATHS lessons • School Council • Pupil Voice • Our Feelings check in- emojis in each classroom for children to communicate their feelings by moving a peg with their name on it to the corresponding feeling they are experiencing

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4 The Name and contact details of SENDCo and SEND Governor	Mrs Naylor is the SENDCO – 01744 678610 Mr Leatherbarrow is the SEND Governor – Contact can be made via the school office, who will pass on any concerns or messages with urgency.
5 Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.	Our specialist staff consists of: •Mrs Naylor – Special Educational Needs Coordinator (SENDCO) – NASENCO award Mrs Naylor is responsible for overseeing SEND provision at St Mary's. Mrs Naylor produces termly provision maps, which closely monitor the provision being delivered to the children, as well as overseeing and quality-checking IEPs, analysing the data of children with Special Educational Needs and Disabilities once per term and reporting these findings to governors. Mrs Naylor is also responsible for attending Special Needs courses / meetings run by the local authority, liaising with and referring to outside agencies, completion of the Early Help Assessment Tool (EHAT), attending Child in Need meetings and liaising with staff, parents and children about the provision in place and its impact. •Mrs Martin (Headteacher) – highly experienced and skilled professional with knowledge of SEND, experience of completing the SENDCO role for many years in her previous post. •School Health Team (School Nurse- Paige Smith) – can support individual pupils, families or groups/cohorts •Educational Psychologists – commissioned by the school to support SEN/Vulnerable pupils

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	•Speech and Language Therapists – commissioned by the school to support early language development •Occupational Therapists – commissioned by the school to support the sensory curriculum around the child •Family First, Inclusion Support Workers, TESSA, ASC Advisory Teachers, Sensory Impairment Service, Inclusion Support Workers, Social Care, CAMHS, Barnados and Paediatricians (see LA Offer) – all provide support when required by children and families. Mrs Naylor is able to refer to these services if a joint decision has been made with parents/carers about the need to seek specialist advice and support to move a child's learning forward. All staff in the school receive ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASC awareness training, positive handling etc. Training provided responds to the needs of the children and staff at any given time.
6 Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured.  	•The school's SEND budget is allocated to meet the needs of the children on the SEND Register •The progress and attainment of all children is tracked and resources are allocated according to need. •The SEND budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. •We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate. •Our pupil premium funding is allocated effectively to ensure that all pupils have the best possible chance to achieve. Information showing how specific allocations have been spent is available on our school website

	www.bstm.co.uk
7 The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child.	•Parent/carer and teacher meetings by appointment each term (parents' evening). •School staff meet and greet the children each morning and are always available to speak with parents / carers at the end of the school day. •Parents/carers are regularly invited to class/school events and special celebrations (Stay and Pray, workshops, assemblies). •All parents/carers are invited to join the PTFA. The PTFA arrange a number of fundraising events throughout the year and new members are welcomed.
8 The arrangements for consulting young people with special educational needs about and involving them in, their education.	• Informal discussions with Mrs Naylor (lunch times, playground, pupil voice sessions) ▪ Mini Vinnies / School Councillors ▪ Annual Reviews ▪ Sharing and evaluating Individual Education Plan Targets ▪ Pupil Interviews

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9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	• For further information or to discuss any concerns, please contact Mrs Naylor (SENDCO) or Mrs Martin (Headteacher) • See our SEND policy for details of complaints proceedings. • We do have a complaints procedure, and you are entitled to ask the staff in the office for a copy of this at any point. In the first instance you should contact Mrs Naylor or Mrs Martin, who will be able to advise you of the next steps to make a complaint.
10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils.	• Our school governing body reviews our settings' accessibility plan and policy on an annual basis to ensure that as a school we meet the needs of all our children. • A Special Educational Needs report is made to the Governing Body every term. This includes details of in-house support and services bought in by the school to support children with SEND. • Data for children with SEND is also shared with governors termly. 
11 The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with section 32.	• A fully comprehensive list of support services can be found on the St Helens Council SEND website: https://new.sthelens.gov.uk/send/
12 The school's arrangements for supporting pupils with special educational needs and disabilities in a transfer between phases of education or in preparation for adulthood and	•On entry to Early Years, you will be offered a home visit / nursery visit and settling in session from our staff, facilitating an exchange of information between home and school. •We will ensure we contact any early years settings, or other schools your child has attended to gather information about their needs.

independent living.	•Where necessary, we will support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting. •Where necessary, we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. •For children in Year 6, a SENDCO transition meeting takes place each summer term, where information is passed to the receiving secondary school. For children in receipt of an Education, Health and Care Plan (EHCP), a transition meeting is scheduled for Autumn term 1 so a high school can be named on the child's plan in time for the application deadline. The relevant high schools are invited to send a representative to this EHC plan review.
13 Information on where the local authority's local offer is published.	• The St Helens Council Local Offer can be found on their website: https://new.sthelens.gov.uk/SEND