



St Mary's RC Primary

Academy SEND Information Report

Name of the Special Educational Needs/Disabilities Coordinator:

Emma Sutcliffe (The SENDCO has completed the National Award for SENCOs)

Contact details:

emma.sutcliffe@stmarys.romerocat.com

*Alternatively, an appointment to see Emma Sutcliffe can be made via the school office and via telephone on **01706 873123***



1 - A great introduction to the SEND system, very relevant even though it is based on the provision of another local authority we all have to follow the SEND Code of Practice 2014 and the graduated response.

The kinds of SEND we provided for.

St Mary's RC Primary is a mainstream Academy with an inclusive ethos.

We aim to create a secure, stimulating and happy learning environment where all pupils' needs are met and challenged regardless of gender, ethnicity, ability or background. In line with our mission statement, we are committed to meeting the needs of pupils with Special Educational Needs and ensuring that all pupils, regardless of their specific needs, make the best possible progress in school. We believe that children are entitled to a broad and balanced curriculum that and have



high expectations for all children. We aim to cater for the social, emotional, physical, intellectual, spiritual and moral development of every child within an inclusive, caring and secure learning environment. We want all our pupils to achieve their best and have a successful transition onto the next phase of their learning and into adult life.

In order to achieve the very best for our children with Special Educational Needs/Disabilities (SEND), we work hard to ensure that:

- we welcome and include all pupils into our community
- we have strong, supportive links with parents and carers
- we identify Special Educational Needs/Disabilities as early as possible
- we follow an effective *assess - plan - do - review* cycle to monitor and track continuous progress
- liaise closely with specialist SEND professionals who can support both staff and pupils

We can make provision for children with a range of needs, including cognition and learning, communication and interaction, and social, emotional and mental health difficulties. We take the advice of specialist teachers and other professionals to help us further support the children in our care. Any additional provision for pupils in our school is detailed on provision maps which are monitored by the SENDCo on a regular basis.

School also works with other agencies e.g. Occupational Therapy and SALT to support those children who have specific physical needs and/or access requirements, creating individual access/care plans as part of the IEP process.

HOW WE IDENTIFY SEND

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

At St Mary's RC Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child consistently performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent



- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment through the specialist teachers
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

Talk to us – contact your child’s class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENDCo. The targets of children who have Individual Educational Plans (IEPs) are reviewed termly and teachers are formally asked at these key points of the year to reflect upon the progress of children on the SEND Register and to identify any other children of concern.

Regular dialogue between teachers, teaching assistants and the SENDCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEND Register is discussed in detail in order to inform future provision and priorities. Where concerns have been raised, the child may be added to the SEND Register at the ‘Cause for Concern’ level so that their progress can be closely monitored and additional support can be put in place as necessary.

The SENDCo would liaise with the relevant outside agencies. This would determine whether any further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place.

These assessments could be repeated following an intervention programme to evaluate whether progress has been made.

If you continue to be concerned that your child is not making progress you may wish to speak to the special educational needs/disabilities co-ordinator (SENDCo) Mrs Sutcliffe.

The school’s SEND Governor can also be contacted for support through the school office.



Communication and Interaction

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 situation or small group settings. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.

[Speech and Language resources for families and schools](#)



Cognition and Learning

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaption to the curriculum. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers plan a provision map for each of the children, called IEP, in their class that require additional support and this is monitored by the SENDCo.

Click here for - [Interactive games and resources for children to enjoy at home](#)



Social, Emotion and Mental Health Difficulties

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as Jo Whalley Counselling Services, CAMHS (Child & Adolescent Mental Health Service) and the PRU (Pupil referral unit) if necessary.

[ADHD - strategies to support your child at home](#)

[Self regulation strategies to support children in school and home](#)



Sensory or/and Physical Needs

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At St Mary's we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.



Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

[How to meet your child's sensory needs](#)

[Fine motor skill activities to do at home](#)



All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. St Mary's provides a very nurturing environment for all children.

How we consult with parents of children with SEND and involve them in their child's education.

We are a child and family centred school, so you will be involved in all decision making about your child's support.

At St Mary's believe that children should play a major part in the target setting process and are involved in planning and evaluating their IEPs (Individual Educational Plan). Furthermore;

- Teachers will share targets with the children and they will be involved in setting and agreeing their IEP targets. Learning objectives will be discussed daily with the children during work linked to their targets
- Children will be invited to annual reviews



- Children complete questionnaires about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child
- Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on the IEPs.
- Pupil Interviews are conducted throughout the year by all members of the SLT as well as Subject leaders, with children receiving SEND support and support from an EHCP included in this process.

At St Mary's the attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers. This process is overseen by the Headteacher, Senior Leadership team and SENDCo who analyses the data. This data can include observations in the classroom to monitor the support in place for a child and any further support the teacher or TA needs to provide for a child's needs, monitoring of the children's books to see if the targets set are having an impact on their daily work and to make sure the work set is adapted to a child's needs, as well as the attainment data.

How accessible is the school environment?

Disabled facilities include:

- Accessible toilet and washbasin.
- Lift down into the hall.
- A ramp up to the front entrance of the school and nursery.

The school is built on three levels and the playground is built on two levels, the nursery is built on one level. The school is not fully wheelchair accessible. The Foundation Stage and the Year 1, and Year 3 classes are all wheelchair accessible. There is car parking available next to the school entrance for 3 cars. A wide range of information can be found on the school website and on the parent noticeboard. A weekly newsletter is sent out to parents as well as being posted on the website. Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classrooms.

Information is available on the school website. A weekly newsletter is available to all parents on our website. This newsletter is also available in print form where required. The school website has been updated with a translation feature to allow parents and pupils whose first language is not English to access the same information as parents who have English as a first language. Important information is also shared through notice boards and leaflets within the school entrance.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. All classrooms have interactive whiteboards. The school has a range of ICT programmes suitable for pupils with SEN. Touch screen computers are available if necessary. The



children are taught using multi-sensory techniques and additional resources are purchased as required. School also works with other agencies e.g. Occupational Therapy and the SEND Traded Team to support those children who have specific access requirements.

If you have specific access queries or concerns please speak with us.

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

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through adapted work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisational aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, sloped desks.

We are building up a bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods)

A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

We have a range of ICT programmes for pupils with SEND. There are interactive whiteboards in all classrooms and a set of iPads in Key Stage 1 and 2.

Access arrangements for National Curriculum tests are in line with DfES guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

Our inclusive approach to provision means that the majority of pupils have their needs met by adapting planning that is used across the school. To ensure personalised learning takes place, lessons are structured to provide a varying range of activities. (Quality First Teaching).

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- have high expectations of all pupils plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching) adapt the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities monitor individual progress
- celebrate achievement



- identify those children who require additional or different support in order to make progress
- set targets on IEPs through discussions with pupils and with parents.
- Teachers are familiar with the relevant equal opportunities legislation from the Equality Act 2010 covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Support in the classroom
- Focused withdrawal support from the classroom 1:1 tuition
- Attendance at a SEMH Intervention

This support may be provided by Teaching Assistants, Teachers, SENDCo or external agencies.

The role of staff supporting children is:

- through 'quality first' teaching - support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence and resilience in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty promote the inclusion of all children in all aspects of life at school.

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

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what provision is needed in the classroom, as part of a group and on a 1:1 basis through an IEP.

It is the responsibility of the Head Teacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENDCo. Throughout the school, children's progress in maths and English is formally assessed by teachers



every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs. This is alongside the monitoring undertaken by the SENDCo on matching provision to what is happening in the classroom for each child on the SEND register.

Specific additional assessments for children with potential or identified SEND can also be carried out by the specialist teacher in school, usually starting with targeted classroom observations. Examples of specialist assessments available are: Wide Ranging Achievement Test (WRAT5), Wide Ranging Intelligence Test (WRIT), British Picture Vocabulary Scale (BPVS) etc. These can be repeated at a later date to measure progress.

All IEPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. IEPs are formally reviewed and evaluated 3 times per year by the class teacher and/or SENDCo, pupil and parents; this may involve the repetition of a specialist assessment, as above. A copy of a child's IEP is sent home, along with a copy of the previous, evaluated IEP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LEA. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of year 5 or early autumn term of year 6 will confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENDCo invited.

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

At St Mary's RC Primary, we believe that children should play a major part in the target setting process and are involved in planning and evaluating their IEPs (Individual Educational Plan). Furthermore;

- Teachers will share targets with the children and they will be involved in setting and agreeing their IEP targets
- Learning objectives will be discussed daily with the children during work linked to their targets
- Children will be invited to annual reviews



- Children complete questionnaires about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child
- Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on the IEP.
- Pupil Interviews are conducted throughout the year by all members of the SLT as well as Subject leaders, with children receiving SEND support and support from an EHCP included in this process.

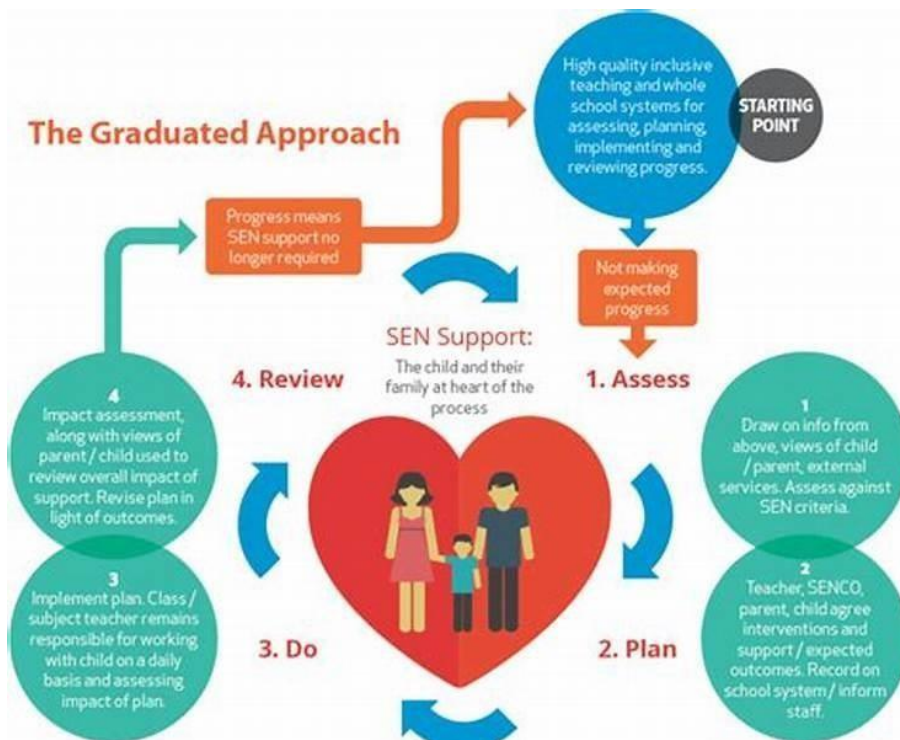
How does school assess and review children's progress towards outcomes?

- All children are assessed using the EYFS and National Curriculum statements depending on their age. We use Target Tracker software to track attainment and progress.
- We check how well a child understands and makes progress in each lesson through on formative and summative assessments and evaluations. Staff work closely with colleagues and other schools to moderate their judgements. What extra support we bring in to help us meet SEND: Specialist services, external expertise and how we work together collaboratively
- We can access support from specialist teachers to enable children to access the curriculum and meet specific needs (speech, language and communication, hearing impairment, visual impairment, behaviour related needs and severe learning difficulties, autism)
- We get support from other Local Authority services, SEND Specialists, Educational Psychologists, Speech Therapy, School Nurse team, Craven Prevention Team and CAMHS as needed.
- We get support from occupational therapists and physiotherapists for children with specific physical needs.
- We review all provision with the child, parent and any other services involved. We will agree the role and responsibility of everyone involved to support the development of the child, setting targets that will make a difference which will be reviewed half termly with parents. This information is recorded to ensure accountability.
- Our Senior Leadership Team monitor the progress of all children every term at pupil progress meetings and reviews. We discuss what we are doing to make sure they make good progress including those with SEND. Alongside, these meetings senior Leaders report back to Governors on the attainment and progress of all children in school.
- For children with SEND teachers discuss progress with parents every 6 weeks when updating your child's Individual Educational Plan (IEP). As well as an annual meeting to update your



child's Support Plan. Children with an Education, Health and Care Plan (EHCP) will have on going IEP reviews as well an Annual Review, which is reported to the Local Authority.

As part of the Code of Practice 2015, we will engage in the four stage graduated approach process: **Assess, Plan, Do and Review.**



Assess - take information from parents or carers, class teachers and their assessments and the child where appropriate.

Plan – identify barriers to learning, intended outcomes and details of support. This information will be recorded on an IEP which will be reviewed at least termly.

Do – provide the additional support. The class teacher is responsible for working with the child on a day to day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

Review - measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly.

This additional support will be tailored to meet the child's needs and will target the area of difficulty.



These interventions may be within class, with a small group of children with similar needs or on a one to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or larger print etc.

While the majority of children will have their needs met in this way, some may require an EHC (Education, health & care) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Resources and extra support will be assessed and provided for if required, for individuals based on their needs.

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?

Change can be challenging for all children, particularly children with SEND. Therefore, at St Mary's we have lots of procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.

Joining our school:

Our Reception and Nursery classes work closely together to support a smooth transition as children begin their school journey. We have one teacher and a Higher Level Teaching Assistant (HLTA) who work across both Reception and Nursery, ensuring consistency and strong relationships for every child.

For children with SEND, we also arrange a meeting in the term before they start school with the SENDCo, teacher, parents, and representatives from the Nursery, along with any other professionals supporting the child or family. This ensures we are fully informed about each child's additional needs and can plan appropriate provision from day one.

At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

If a child with SEND is part-way through their school career, we will arrange for parents to meet with the SENDCo and Headteacher to discuss the child's needs. We will also liaise with the child's



previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving classes:

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Transferring to a new school:

Moving on to secondary school can be an exciting but daunting time for all children so at St Mary's we ensure that the children are well prepared for the transition. We have good links with the local Secondary Schools including special schools within the area.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENDCo will arrange an extra visit to the secondary school. If a child with SEND is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school.



2 - A great video about how to support your child with their transition to secondary school.

What adaptations are made to the curriculum and the learning environment of children with SEND?



Please see our provision map below for each area of need.

Cognition and Learning Provision

Universal Offer	Targeted Support	Specialist Provision
• QFT • High expectations for all of our pupils • Clear steps within lesson to scaffold and support • Carefully designed teaching sequences • Use of a range of resources to support concepts: objects, images, sequencing • Key word/phoneme charts in classroom • A consistent approach to handwriting: school handwriting scheme • Minimal copying from the board • High quality modelling and use of good examples to aid memory and support understanding • Use of high quality texts to develop a high love of reading • High quality marking and feedback: focus on celebrating success and highlighting next steps in learning • Regular feedback and pupil voice to inform planning • Clear links across curriculum planning, making learning relevant and aspirational • Make learning tasks appropriate to need: text, images, auditory (visual, auditory and kinaesthetic tasks) • Make key ideas concrete, actions, graphics • Allow plenty of time for recall. Pupils given time to think before responses are required. Allow time to talk through ideas/concepts and discussion	• Intervention Team • Lego Therapy • Tailored interventions given for targeted reading/Maths practise • Additional comprehension support KS2 • Maths Key Skills/Reasoning/Problem Solving • Dyslexia screening and support • Adapted curriculum or modified resources	• Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary (support from TA) • Memory strategies explicitly taught and reinforced • Agree a discreet signal with a student when needing attention e.g. by turning over coloured card • Pre-teaching of subject specific vocabulary • Dyslexia intervention and support in the classroom e.g. cream paper use where required • EHCP • Special arrangements in place for testing/examinations

Communication and Interaction

Universal Offer	Targeted Support	Specialist Provision
• QFT • Adapted curriculum planning, activities, delivery and outcome e.g. simplified language.	• Invention Team • Lego Therapy • Peer support activities e.g. working with peer group to	• Speech and Language support (when needed) • Referrals and support from SEND Hub.



• Time to process • Increased visual aids/modelling etc • Structured school and class routines and Communicate periods of change well in advance • Use of visual strategies to aid teaching and learning e.g. visual timetables • PSHE lessons and Collective Worship • Year 6/EYFS Buddy System • A rich language culture and climate across school • Lessons built around talk and oral rehearsal • Daily timetable shared	understand their own understanding in order to reduce bullying etc. • Speech and Language Intervention for Nursery and EYFS • Small group work sessions to develop interaction skills • Transition support	• Visual organiser • Home school diaries to communicate with parent and carers. • Time out strategies / Calm down space • Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary • Personal Evacuation Plans when needed
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Social, Emotional Mental Health

Universal Offer	Targeted Support	Specialist Provision
• QFT • A culture and climate based on positivity, love and nurture • Praise is specific and named • A staff team who see each child as unique and find their hidden talents • Secure, trusting relationships between all adults and children • RSE policy and programme to support key skills for being ready and fit for their future • Strong PSHE curriculum • Whole school behaviour policy • Whole school/class rules • School Values and Ethos • Teachers draw on a variety of	• Intervention Team • Pastoral Lead: Small group work and 1:1 session (friendship, Developing Self Awareness and Self Esteem. • Thrive Intervention • Key-Worker System Regular check-ins with a trusted adult or learning mentor to review feelings and set small goals.	• Individual reward system • Home – school record (daily) • Peer supporters, Buddies • Time out strategies / Calm down space • Referrals and support from SEND Hub / Inclusion Locality Panels. • Referrals to the Early Help team. • Personal Evacuation Plans when needed • Educational Psychologist input recommendations



teaching styles and approaches and open and closed tasks, visual, auditory or kinaesthetic learning matched to the needs of individuals • Teachers use a range of access strategies designed to help children overcome barriers to learning • Organisation of the classroom environment is conducive for learning		
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Sensory and Physical

Universal Offer	Targeted Support	Specialist Provision
• The use of visual, auditory and kinaesthetic methods • A structured environment that encourages independence in learning • Ensure you have the pupil's attention before speaking • The use of additional time to allow for processing of information, formulating responses and completing tasks • Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment.	• Lego therapy. • Adapted PE/Physical Activity Groups Small-group PE with differentiated equipment (larger or softer balls, lighter bats). Targeted swimming sessions. • Fine motor groups • Sensory Circuits • Sensory Regulation Toolkits Individual "calm kits" (putty, stress ball, weighted lap pad) with guidance on use. Simple daily check-ins using a sensory regulation chart • Specialist Seating/Desk Trials (School-Led) Trial of wobble cushion, footstool, or posture chair before a formal OT referral.	• Touch typing skills • Encourage pupils to use aids, e.g. hearing aids, glasses • Appropriate seating and work station • Personal Evacuation Plans when needed • DAHIT and VI team Provide additional equipment such as: Easy grip scissors, tools, pen, pencils; Sloping writing wedge; Present work in a different format; Clear, non 'busy' worksheets; Questions highlighted to help with sequencing of task; Reading marker window; Overlays for text; Copy of work that is not being presented to aid distraction; Do not ask visually impaired children to share books or worksheets; Photocopies need to be of high quality, good contrast, clear and not reduced in size Make additional arrangements



		e.g. Additional time to complete tasks; Opportunities to develop independence and decision making; Advance planning and preparation for changes in environment and off-site trips; Special arrangements in place for testing/examinations; Training for staff who may be involved in moving and handling for pupils
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What training have the staff supporting children/young people with SEND had or may they have?

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENDCo to monitor impact.

All staff are given regular SEND updates and support from the SENDCo alongside the specialist teacher within cognition and learning.

The SENDCo attends regular cluster meetings and also relevant training events which is then cascaded down to other staff.

Designated staff have undertaken relevant First Aid Training, including Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had Epipen training through the School Nurse or other NHS professionals. Staff are trained on any medical care that is needed in order to treat a child in school.

If children fail to make progress, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents' consent. This may include: services from our own specialist teacher, the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician.



These outside agencies will be contacted by the SENDCo, GP or the Parents and will work with the child in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged within school time.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help process which would involve parents, pupils and all agencies involved in the pupil's care. [Early Help](#)

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

All SEND children have either: an Education, Health and Care Plan (EHCP) and/or an Individual Educational Plan (IEP). All of these are reviewed regularly, as laid out above.

The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015;

The SENDCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENDCo meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENDCo. The cost of all such provision is calculated, based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

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



Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg through use of different equipment) etc. We also have a Breakfast and Afterschool club – paid for by the session.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Head Teacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

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



St Mary's RC Primary aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. All Teaching Staff record concerns about children in various files kept on the CPOMS system (behaviour/CP/racist/bullying/homophobic).

There is a School Council and GIFT Team for pupils to contribute their own views. Children with an EHCP or IEPs have their views taken into account in line with the regular reviews of their Profiles. Parents can have their say about child in Parents Evenings, Annual Reviews, and Individual Plan reviews. The open door policy ensures that views are acted upon in a timely manner. Parents are encouraged to give their views and can make appointments with senior staff if they feel they wish to do so.



As a Catholic school, the school has strong partnership, with a local church and holds a variety of community events and also has weekly visits to the school.

The school use CPOMS- (software for safeguarding and recording for staff). The School employs a pastoral team to work with vulnerable children. In addition, to supporting pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, ELCAS, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission. School also has links with the Outreach Service of the Local behaviour and attendance consultants and may, with parental permission, ask for their advice and support for a child with particular emotional or behavioural difficulties.

In some cases, school or one of the other agencies may complete an EHA (Early Help Assessment) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the EHA process is available here:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available for free on the website and via the school office on request.

Some medication, such as asthma inhalers are kept in the appropriate classroom. All other medication is kept in a locked cupboard in the office, or in the fridge in the school office. All medicine is recorded in a medicine book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

A review of medical for individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. St Mary's school is an inclusive school; all staff should know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Care Plans are also kept in the locked medicine cupboard.

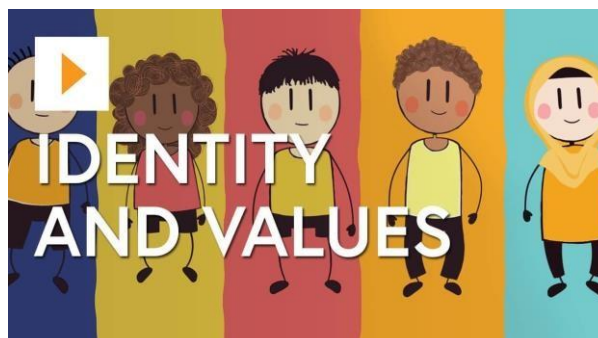
Some staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to



deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Self-Care & Mental Health

for Kids





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?

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

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?

Please speak to the class teacher in the first instance.

General information relating to SEND can be found on the school website, included within the SEND policy. This can be found on the policy page of the school website.

Further information is available from the SENDCo/Head teacher, or, in exceptional circumstances, the SEND Governor.

The school has a complaints policy, which is available on the policy page of the school website.



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



The information in this report feeds into Lancashire County Council's Local Offer which details support, opportunities and services available to children and young people their area that have SEN.

This can be accessed at:

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx>

The Independent Advisory Service (IAS) formally Parent Partnership Service can also provide information, support and advice service to the parents or carers about their child's special educational needs. To contact them please call 0300 123 6706 or visit

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

Contact IPSEA (Independent Parental Special Education Advice)

Independent Provider of Special Education Advice (known as IPSEA) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based [information, advice and support](#) to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).

Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

ChildLine

Childline is yours – a free, private and confidential service where you can talk about anything. We're here for you online, on the phone, anytime.

Tel: 0800 1111 www.childline.org.uk



3 - Even though this is not the service offered by Lancashire it gives a good understanding of the support on offer to you through the SENDIASS service.

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

The Lancashire local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives parents more choice and therefore more control over what support is right for their child. Find out more at

[Lancashire Local Offer](#)





How will school support my child during remote learning?



If a child has an identified SEND, the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work
- giving more detailed instruction
- providing parents with suggestions to make tasks more practical in nature
- providing targeted adapted work which is targeted at their level of need

The SENDCo may contact the family by telephone and or email regularly to check in and offer support as necessary. In some instances this may mean offering a door-step visit, sending information through the post or in the case where families are struggling, an offer of a school place for the child.

Details of these communications and actions will be recorded.

Further information regarding remote learning support can be found on the school's website.