



St Mary's Catholic Primary School SEND information report 2020/21

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEND policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Coronavirus (Covid-19) update - SEND information

<https://www.northyorks.gov.uk/sites/default/files/fileroot/Health%20and%20social%20care/coronavirus/Issue%2050%20-%20Special%20edition%20-%20March%202020.pdf>

St Mary's Catholic Primary School SEND information report

Date October 2020

Link to SEN Policy

[-http://st-marys-selby.n-yorks.sch.uk/data/documents/SEN-policy-2019.pdf](http://st-marys-selby.n-yorks.sch.uk/data/documents/SEN-policy-2019.pdf)

This is what we provide in our school

1 What kinds of SEN are provided for in your school?

Children with a wide range of SEN are welcomed into our school. If a parent of a pupil with an EHCP requests a place at the school, the child is welcomed and strategies sought to meet needs.

2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

Should parents need to meet or talk with the SENCo, please contact Mrs L Geldard at St Mary's Primary School on 01757 706616. Where school feels that something additional or different is needed to support your child because they have SEND, they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as a pupil profile. This will include: -

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

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3 What arrangements do you have for consulting with parents of children with SEND and involving them in their child’s education?

	<p>At St Mary’s Primary School, we communicate regularly with parents, usually once a term, to discuss how well your child is doing. We listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child’s needs is essential to support school in making the best provision for them. This will also take account of your and your child’s hopes, personal goals and interests.</p> <p>This will allow the us to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book/online learning platforms or informal meetings (currently virtual or telephone), to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child’s progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child’s learning at home.
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4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

	<p>St Mary’s Primary School obtains the views of all children (pupil voice) to shape provision in school. We are very proud of our active school council and how well they represent our school. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. At St Mary’s we use child centred review questions at every opportunity, particularly when our children with SEND come to reflect on their provision. This helps us plan for future interventions and secure progress. Where appropriate, our children with SEND are always present at reviews and meetings to involve them fully in this process.</p>
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5. What arrangements are in place for assessing and reviewing children and young *people’s progress towards outcomes*. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

	<p>All pupils with SEND should make at least expected progress, in line with their peers. We will monitor this through this progress made with personal targets, and overall progress on the National Curriculum. At St Mary's we also use pupil profiles and historic inclusion passports. These are documents that summarise the support that has been given to a pupil over a period of time, and the difference that this support has made.</p>
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<p>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	
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	<p>The SENCo will arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school will always be invited to attend. Transition meetings and visits will be arranged for the pupil, often accompanied by a well-known member of staff. The pupil will receive as much transition work as they feel necessary.</p>
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<p>7. What is your School's approach to teaching children and young people with SEND?</p>	
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	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, we will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support will be aiming to make your child more independent in lessons</p> <p>At St Mary's we use a range strategies and adjustments to support pupils with SEND to make better progress. We also have a range of evidence-based interventions available, where appropriate. These are structured learning programmes. Should your child be involved in an intervention, or adjustments/strategies be put in place, we will explain to you:</p> <ul style="list-style-type: none"> • what interventions/adjustments your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)
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	<ul style="list-style-type: none"> • how the interventions/adjustments will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?	
	<p>All of our learning environments are adapted to promote independent learners, for example a variety of support resources are available for all children, particularly those with SEND. Every class also has timetabled teaching assistant time. Our teaching assistants are equipped with a variety of strategies to support pupils in lessons. Teachers plan lessons carefully and work is carefully differentiated. We also have an overall plan of support (provision map), which outlines many of the strategies used throughout the school.</p> <p>Some children with a high level of need will also need an EHCP or a health care plan which may include a risk assessment.</p>
9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?	
	<p>All staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic training and specific training to meet individual needs as necessary.</p> <p>We make good use of our School SEND funding to meet a range of need. However, if a pupil has particular needs and we have exhausted our repertoire, specialist support will be sought promptly.</p>
10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?	
	<p>The progress and attainment of all children is carefully monitored and reported to parents. We track pupil progress in school on a half termly basis. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During a meeting (face to face, virtually or via telephone call) with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the adjustments/interventions are reviewed and how this</p>

	<p>will be measured. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team through learning walks, observations and pupil progress meetings.</p>
<p>11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?</p>	
	<p>The school's policies state that all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEND are equally represented in positions of responsibility e.g. the school council.</p>
<p>12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.</p>	
	<p>A range of strategies/adjustments/interventions are implemented throughout the school to support SEND pupils, for example daily 'check ins' to ensure that any issues children may have are discussed and resolved as appropriate.</p> <p>All staff members have had COMPASS BUZZ training and key leaders have also accessed the Level 3 training which adjusts the curriculum for mental health and well-being, taking into account the impact of the Covid-19 pandemic.</p> <p>Emotional support is also provided through nurture groups, such as 'Time to Talk' and 'Socially Speaking' and by use of the 'Worry box' or 'Worry monster' with younger pupils. Staff use restorative practice where appropriate and adopt an approach which promotes positive mental health, by helping children know how to be and what to do in response to their differing and sometimes distressed behaviour.</p> <p>We have a bank of Emotional well-being resources in school, which range from books to games that the children can access. Each class has regular circle time sessions to promote good mental health and well-being in all pupils, particularly those with SEN.</p> <p>Bullying of any nature is not tolerated at St Mary's and we strive to maintain an environment where all are respected and build understanding that we are all different but the same. We do this</p>

	<p>through circle time as mentioned, but also through our Catholic teaching and use of the 'Virtues to live by'.</p>
<p>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?</p>	
	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If school feels that the involvement of another agency will help us to meet your child's needs, you will be informed and asked to give your consent.</p>
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
	<p>Mrs S Bowden is the designated governor for SEND in the school. Complaints about SEND should follow the general complaints procedure. It is always best to approach your child's teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>