



## St. Mary's Catholic Primary School

### SEN Information Report

At St Mary's we are committed to giving every child the best opportunities. We are a fully inclusive school that benefits from a wealth of expertise alongside practical support. We have a fully accessible site with an additional medical room. We have well trained and caring staff who are passionate about the welfare of our pupils.

<b>What types of SEN do we provide for?</b>	St Mary's Catholic Primary School provides support for children in a mainstream school who have needs in social, mental and emotional health; sensory and/or physical needs; communication and interaction difficulties and cognitive and learning needs.
<b>How do we identify and assess children with SEN?</b>	Class teachers assess all children daily to see if they have understood what they have been taught. Over a half-term, teachers are able to assess whether a child is making progress related to expectations, and these results are discussed with the Head Teacher and SENCO. If progress is not as expected, further assessments may be given and a child may receive additional support, either in class or via an intervention programme delivered by a TA. Children who receive this type of support will be assessed prior to the delivery of the programme and after its completion, to see if there has been any progress.
<b>Who is our special needs co-ordinator (SENCO) and how can she be contacted?</b>	<b>SENCO:</b> Mrs Sue Northcott Tel: 01258 820417

	Email: <a href="mailto:snorthcott@stmarymarnhull.dorset.sch.uk">snorthcott@stmarymarnhull.dorset.sch.uk</a>
<b>What is our approach to teaching pupils with SEN?</b>	<p>Children with SEN are taught in a classroom setting during the morning, receiving support for literacy and numeracy lessons in small groups. Class teachers plan and deliver differentiated lessons which are reinforced and supported by a TA or the class teacher within the small group. During the afternoon, trained TAs delivers the appropriate interventions to children with SEN. At present these are phonics, literacy and speech and language based. Since September 2017, numeracy interventions have been delivered by the class teacher immediately after lunch.</p> <p>Some children with social, mental and emotional needs require additional support and may have a programme of daily 'chats' with our Emotional Literacy Support TA (ELSA).</p>
<b>How do we adapt the curriculum and learning environment?</b>	<p>All children follow the National Curriculum Strategies devised by the Government in class and receive quality first teaching. For children with SEN, there is additional support such as daily reading, individual visual timetables, visual aids, writing frames, individual resources, key word banks, pre-teaching vocabulary, IT Clicker and Dragon programmes.</p> <p>There is a Nurture Room for children to use at any time if they need to 'calm down' or are unable to cope. There is also a locked medical room for children who need personal care.</p> <p>The building has ramps and wide corridors and all classroom are at ground floor level.</p>
<b>How do we consult parents of pupils with SEN and involve them in their child's education?</b>	<p>Class teachers regularly talk to parents before or after school about any issues which may arise and also to keep each other informed of progress. Teachers will also telephone parents if necessary to discuss or invite them in. Sometimes a home school book is created so that parent/school link help with day to day issues. Parents are informed about interventions that their children will be receiving at the start of each term. The school holds a parents evening once every half term, where parents can discuss their child's progress with the class teacher and SENCO. A written report is given to each parent towards the end of the Summer Term, informing them of their child's progress. There is an 'open door' policy where parents can make an appointment or call in before or after school to discuss their child with the Head Teacher if necessary.</p>

<p><b>How do we consult pupils with SEN and involve them in their education?</b></p>	<p>Children with SEN develop a good learning card each term. They discuss their own targets with their class teacher, identifying areas where they need to focus. Pre-intervention assessments and class assessments inform these and help the child identify areas he/she needs to work on. Each term the class teacher will review these targets with the child and create new ones. The child has ownership of his/her own learning.</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>The school uses a variety of assessment processes at different key stages. These are documented in our assessment policy.  Teachers review progress daily in lessons which informs planning. At the end of each term Plymouth CAST assessment in literacy and numeracy inform progress related to expectations.  SEN interventions assessment at the end of term or at the end of a programme, informs progress.  The good learning card review at the start of each term informs which targets have been met and progress made.  There are many opportunities for children to reflect on their progress in lessons and they are encouraged to consider next steps and or what they might do differently.</p>
<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>The school views school relationships and emotional well-being as being vital to learning. We are proud of our staff who are nurturing and ensure that all pupils feel valued and have their needs met. We support children with social, mental and emotional health using our ELSA who delivers individual or group programmes to develop self-esteem, cognitive behaviour therapy, growth mind set, mindfulness strategies. The Nurture room is used regularly for these sessions and for children who are struggling to cope at any particular time. Weekly group support for children experiencing friendships issues are part of the intervention process and everyday issues are dealt with by the ELSA when required.</p>
<p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>	<p>Teaching assistants primarily support children with SEND, although the child's class teacher is in overall control of the teaching and learning. Expertise amongst the teaching assistants varies and following list gives an idea of specific training which they have experienced:</p> <ul style="list-style-type: none"> <li>• Learn-to-Move: Move-to-Learn programme for gross and fine motor skills</li> <li>• Letters and Sounds to improve phonics</li> </ul>

	<ul style="list-style-type: none"> <li>• Write Away Together to promote/improve writing content</li> <li>• Narrative Therapy</li> <li>• SAIL (Reading Programme)</li> <li>• Specific Speech and Language packages</li> <li>• 1<sup>st</sup> Class Number</li> <li>• ICT: Widget, Clicker5, Dragon speaking</li> <li>• Emotional Literacy Support Assistant (ELSA)</li> <li>• Mindfulness Paws b.</li> <li>• First Aid Courses</li> <li>• Cognitive Behaviour Therapy course</li> <li>• Attachment Training</li> <li>• Sensory stimulation Training</li> <li>• Social Stories training</li> </ul> <p>SENCO: Level 5 Certificate in Specialist Literacy Teaching ( dyslexia)</p>
<p><b>How do we secure specialist expertise?</b></p>	<p>Plymouth CAST use an appointed Educational Psychologist to work alongside children, parents and teachers to provide extra support if required. The Special Educational Needs Support Service (SENSS) is used to assess children beyond the school's capabilities and provides suggestions for further work in literacy and numeracy. Behaviour Support Services are used to help teachers to cope with challenging behaviour. The Speech and Language service provides programmes for specific children and regularly monitors these.</p>
<p><b>What equipment and facilities do we have to support children with SEN?</b></p>	<p>The school is all on the ground floor with easy access, wide corridors and ramps for wheel chair access. There is a secure medical room which is used for personal care and medical treatments for specific children with SEN. The school has support cushions and angled writing boards to support children with OT issues in class. Pencil grips are available for all children who require them and computers for children with OT problems or IT supported learning. Each class uses a visual timetable, visual prompts and cues, pre-teaching key words, writing frames, talking tins and headphones, numeracy manipulatives and numerous resources to support children with SEN both in class and in the intervention programmes.</p>

	<p>The school has a well-resourced Nurture room which contains sensory stimulation or calming equipment, mindfulness activities and soothing resources for children with emotional, mental health and social needs.</p>
<p><b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b></p>	<p>If a child with SEN has not been making progress after receiving support through interventions over a period of time, the SENCO and class teacher will discuss whether further support from outside agencies is required. If this is agreed, they will meet with the parents to discuss areas of need and if they are supportive of the need for professional advice the SENCO will then send a letter of referral to the professional department recommending an assessment. Once this has taken place, the school follows the recommendations of the professional by putting in the support suggested. At times the professional will discuss the way forward with parents, class teachers and Teaching assistants. If the child is still not making the required progress, a request for an Educational Health Care Plan may be made by the SENCO requesting additional financial support for the school to employ a teaching assistant. This request is made after consultation with parents and all parties involved with the child.</p>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>The school records and analyses data every half-term and all teaching staff are responsible for the progress of all children. Class teachers, the Head teacher and SENCO track the progress of children with SEN during these meetings. The SENCO and supporting TA discuss intervention progress each half-term and assess at the end of the term. New targets are set at the start of each new term and children's progress and attainment is evaluated before these take place. This ongoing monitoring of pupils helps track progress and the effectiveness of the SEN provision.</p> <p>The school is subjected to an Ofsted inspection every 3 years and the SEN provision and effectiveness is evaluated.</p>
<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either the class teacher or the head teacher. A parent might also contact a governor. If a concern is more formal then the parent would be directed to the Complaints procedure which is found on the school's website. We would hope that through early intervention any complaints would be resolved without the need for this final stage.</p>

<p><b>Who can children and parents contact if they have concerns?</b></p>	<p>Children may raise a concern with their class teacher, TA or any teacher with whom they have a good relationship. Parents may wish to talk to the class teacher directly or the head teacher.</p>
<p><b>What support services are available to parents?</b></p>	<p>The school is able direct parents to suitable support services such as the 'Early-birds' programme for parents of children with ASD (Autistic Spectrum Disorder). The school are able to support families if required by referral to social support via a CAF (Common Assessment Framework). The school has provided information for parents about how to support their children in reading, numeracy and phonics/ spellings and also Esafety.</p>
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p>The LA's local offer is to be found on the website on the admissions page. The school contributed to the local information about its provision and also provided some pupil voice contribution about the services provided by the LA.</p>

Sue Northcott

SENCO

September 2017