



## St Mary's Catholic Primary School SEN Information Report 2021 to 2022

St Mary's Catholic Primary School is a fully inclusive school which ensures that all pupils achieve their potential - personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, so that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this because these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs we develop plans, based on the specific needs of pupils which help support their development and accelerate progress.

We aim for children with SEND at St Mary's to make good progress and achieve in line with national figures. Other useful documents such as our SEND/Inclusion Policy and Disability Accessibility Plan are available on our school website. If you would like further information about what we offer here at St Mary's, please do not hesitate to contact us directly.

### **1. Who are the best people to talk to at St Mary's about my child's difficulties with learning, special educational needs or disability?**

We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents and hope they are able to be the same with us.

If you have concerns about your child's progress you should speak to your child's class teacher initially. They have responsibility for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Manager know as necessary.
- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

They may decide to discuss the concern with our Special Educational Needs Co-ordinator (SENCO) Ms Maguire, who is available in school Monday to Wednesday

She is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

	<ul style="list-style-type: none"> <li>• Ensuring that you are: involved in supporting your child’s learning kept informed about the support your child is getting involved in reviewing how they are doing</li> <li>• Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc.</li> <li>• Updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs.</li> <li>• Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.</li> </ul> <p>Parents may contact the SENco directly having spoken to the class teacher, to share any additional information you feel may be relevant.</p> <p>The Headteacher and SEN Governor also have overarching responsibility for SEN across the school. Their responsibilities are outlined here:  Headteacher  Responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child’s needs are met.</li> <li>• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p>SEN Governor  Responsible for:</p> <ul style="list-style-type: none"> <li>• Respond to any issues raised by parents and/or staff with regard any issues in the school relating to SEND.</li> <li>• Act as a critical friend to the Headteacher and SENCo</li> </ul>
<p><b>2. How does the school know if children need extra help and what should I do if I think my child has special educational needs?</b></p>	<p>At St Mary’s, children are identified as having SEN through a variety of ways:</p> <ul style="list-style-type: none"> <li>• Liaison with a previous school/nursery</li> <li>• The child is performing well below the age expected levels</li> <li>• Concerns are raised by a teacher</li> <li>• Concerns are raised by a parent</li> <li>• Liaison with external agencies, for example, speech and language therapy, CAMHS etc.</li> <li>• Health diagnosis through a doctor or paediatrician</li> </ul>
<p><b>3. How will the school let me know if they have any concerns about my child’s learning, special educational needs or disability?</b></p>	<p>We are committed to setting up good relationships with our families that will enable us to work together, to support your child at home/school. If a parent or teacher has concerns about a child’s progress and targeted teaching has not met the child’s needs, the teacher may raise this with the SENCO.</p> <p>The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.</p> <p>We have regular termly meetings with each class teacher and senior staff to ensure all children are making good progress. This may lead to a child being identified as not making as much progress as expected. If this is the case, we will make a decision about whether to monitor progress or set up an intervention group to support learning. If the child is still not making expected progress the school will discuss their concerns with you and decide upon any further interventions or referrals to outside professionals that may support your child’s learning.</p>

	<p>The SENCo may also contact you and arrange a meeting to discuss your child's difficulties with learning, to gain your perspective on home life and to share any possible support strategies the school might be considering.</p>
<p><b>4. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disability?</b></p>	<p>We believe that it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We also believe that it is important to understand your child's views on any difficulties they may experience with their learning.</p> <p>You will be able to share your views and discuss your child's progress with your child's teacher at our parent meetings and with our SENCo as necessary.</p> <p>If your child has an Education, Health and Care Plan (EHCP) you and your child will be able to share your views when you receive their termly Individual Support Plan (ISP) as well as at the Annual Review of their EHCP.</p>
<p><b>5. How does St Mary's ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?</b></p>	<p>At St Mary's we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. The SENCo supports staff with planning for children with SEN and holds the additional qualification of Post Graduate Certificate; the National SENCo Accreditation.</p> <ul style="list-style-type: none"> <li>• The school has a School Development Plan which identifies training needs for all staff to improve the teaching and learning for all children including those with SEND.</li> </ul> <p>We are able to access training programmes from different organisations including:</p> <ul style="list-style-type: none"> <li>• Borough SEND training</li> <li>• Speech and Language therapy</li> <li>• Primary Inclusion Development Service</li> <li>• Educational Psychology Service</li> <li>• Inclusion and specialist intervention service (InSpire)</li> <li>• Specialist Outreach for children with Autism Spectrum Disorder</li> </ul> <p>Training takes place on a regular basis. If you would like to know more about the training which is currently taking place or has taken place, please speak to our Head teacher</p>
<p><b>6. How will the curriculum and the school environment be matched and adapted to meet my child's needs?</b></p>	<p>At St Mary's, we believe that your child's learning needs will first be met through 'high quality teaching' which is delivered by her/his class teacher.. We carefully plan our curriculum to match the age, ability and needs of all children in order that they can access their learning as independently as possible and experience success.</p> <p>All teachers adapt lessons according to the needs of all children, using different strategies, resources or outcomes to meet each child's learning needs.</p> <p>When necessary and appropriate, additional specialist advice may be sought from outside agencies for example, CAMHS, Occupational therapy etc.</p> <p>We regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and our school site as possible.</p>
<p><b>7. What types of support may be suitable and available for my child?</b></p>	<p>The type of support given depends upon the nature of your child's needs. Our provision matches the four areas as defined in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical needs</li> </ul> <p>At St Mary's, we have a 3-tiered, Graduated approach to supporting your child's learning:</p> <ol style="list-style-type: none"> <li>1. <b>Universal</b> – this is the 'High Quality' teaching that all children receive from their class teacher which will include some adaptations to meet all learning needs</li> </ol>

	<p>2. <b>Targeted</b> – it may be appropriate for additional provision to be put in place to remove or reduce any barriers to your child’s learning, such as a specific intervention or group work. This may be run in or outside the classroom. It may be led by a teacher or most often a TA who has had training in a particular intervention. This would mean having regular group sessions with specific targets to help the child to make more progress.</p> <p>3. <b>Specialist</b> – it may be necessary to seek specialist advice and long term support from a professional agencies outside the school, in order to plan for the best possible learning outcomes for your child. You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.</p> <p>In some cases it may be necessary to apply for an Educational Health Care Plan (EHCP) in order to request additional financial support to fund help needed for your child. This is usually provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENCo as needing a particularly high level of individual or small group teaching (more than 10 hours a week, which cannot be provided from the budget available to the school.</p> <p>Initially this involves an application for assessment to Hammersmith and Fulham SEN department, or the borough that the child resides in. This request can be accepted or refused by the SEN department depending on their judgement of whether the child’s needs meet the threshold for extra funding, which is not covered within the school budget. (See point 11 below)</p>
<p><b>8. How will you support my child to reach her/his learning outcomes?</b></p>	<p>It is the SENCO, who oversees all support and progress of any child requiring additional support in the school. The class teacher will plan and work with each child with SEND in their class, to ensure that progress is made.</p> <p>Individual Support Plans (ISPs), will be drawn up with and for children who are identified as having a barrier to learning. Their names will also be recorded on the SEN register. For the ISP, outcomes will be identified, strategies suggested and progress against these outcomes reviewed termly. There may be a Learning Support Assistant (LSA) or Teaching Assistant (TA) working with your child, either individually, or as part of a group if this is seen as being necessary by the class teacher and SENCo.</p> <p>External agencies and specialists may also review your child’s progress and work with school staff suggesting new strategies and ways to adapt their planning and teaching.</p> <p>The class teacher will meet with parents at least on a termly basis (this may be part of parents evening) to discuss your child’s needs, support and progress.</p> <p>The SENCO is also available to discuss the support your child is receiving.</p>
<p><b>9. How will we measure the progress of your child in school?</b></p>	<p>Your child’s progress is continually monitored by her/his class teacher. Their progress is reviewed formally every term.</p> <p>A variety of methods are used including observation, discussion and standardised tests may be used in maths, reading spelling etc.</p> <p>If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This is called the Engagement Model and tracks progress across 5 areas : <i>exploration, realisation, anticipation, persistence and initiation</i></p> <ul style="list-style-type: none"> <li>• At the end of each key stage (i.e. at the end of year 2 and year 6) children are required to be formally assessed using Standard</li> </ul>

	<p>Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Those children who are judged as being unable to meet the key stage requirements will be assessed using the <i>pre-key stage standards</i>.</p> <p>The SENCO will also monitor whether your child is making good progress within any individual or group interventions that they take part in. Children with an EHCP or who receive SEN Support will have an 'Individual Support Plan' (ISP), outlining suggested outcomes and strategies for their achievement. The ISP will be reviewed and shared with you every term and appropriate outcomes assessed and updated for the next term. The progress of children with an Education, Health and Care Plan (EHCP) is formally evaluated at an annual review, to which all those involved with the child's education, including parents and specialist teachers/therapists, are invited.</p> <p>It is also an opportunity for the child to share their thoughts, on their progress across the year and think about next steps, with all present.</p>
<p><b>10. What opportunities will there be to discuss my child's progress?</b></p>	<p>At St Mary's, we strongly believe that your child's education should be a partnership between parents and teachers and we aim to keep communication channels open.</p> <p>We have an open door policy where you are welcome to make an appointment to see either your child's teacher or the SENCO. We can offer practical advice on ways that you can help your child at home. This is additional to our parents' evenings held across the year.</p>
<p><b>11. What is an EHC Plan and who can request one for my child?</b></p>	<p>The purpose of an EHC Plan is to make special education provision to meet the needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. It will provide funding to help meet their agreed outcomes and educational needs.</p> <p>This process may begin with your child being identified by the SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from professionals outside the school.</p> <p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.</p> <p>After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 10 hours of support in school to make good progress. If this is the case they will issue an EHC Plan.</p> <p>If this is not the case, they will ask the school to continue with the support they are providing.</p> <p>The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.</p> <p>An additional adult maybe used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>

	<p>You, or the school, can request that the Local Authority conduct an assessment of your child's needs. This <b>may</b> lead to an EHCP being produced, if the Local Authority feel the need is severe enough to warrant extra support and input from specialist agencies, met through extra funding which comes with an EHCP.</p>
<p><b>12. How will you help me to support my child's learning?</b></p>	<p>The class teacher is always available, by appointment, to discuss your child's progress or any concerns you may have. This is also an opportunity to share information about what is working well at home and school, so that successful strategies can be shared.</p> <p>The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. Suggestions may be made regarding useful strategies and additional support at home which may help your child in their learning. Where appropriate, You may have an opportunity to meet with other professionals involved in supporting your child.</p> <p>All information from outside professionals will be discussed with you and the specialist involved directly, or where this is not possible, via a report. Individual Support Plans (ISPs) will be reviewed each term in the light of progress.</p> <p>Homework may be adjusted as needed to suit your child's individual needs.</p>
<p><b>13. How is support allocated to children and how do they move between the different levels of support in school?</b></p>	<p>The Head teacher, in consultation with the school Governors, decides on the budget allocation for special educational needs and disabilities on the basis of needs of the children in the school.</p> <p>The Head teacher and the SENCO discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> <li>• the children getting extra support already</li> <li>• the children needing extra support</li> <li>• the children who have been identified as not making expected progress. the effectiveness of the school's current interventions and provisions</li> </ul> <p>They then form an Action Plan and decide what additional or alternative interventions, resources/staff training, equipment and support is needed. All resources/training and support are reviewed regularly and changes made as necessary.</p> <p>The budget is allocated on a needs basis. The children who have the most complex needs are given the greatest level of support, often involving a Learning Support Assistant funded by the local authority through their EHCP.</p> <p>It is then decided what resources/training and support are needed. All resources/training and support are reviewed regularly and changes are made as necessary</p>
<p><b>14. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?</b></p>	<p>If a child has an EHCP, we will review outcomes on ISPs and ensure they are being addressed.</p> <p>We will monitor the progress of your child, comparing this to national age expected averages. Your child's progress will be assessed in terms of both their regular learning and with regard to specific intervention programmes. The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, adaptations are made. Children may move off the SEN register when they have 'caught up' or made sufficient progress.</p> <p>You and your child will be kept informed and are encouraged to be actively involved at all stages of this support.</p>
<p><b>15. How have we made the school physically accessible to children with SEND?</b></p>	<p>As our school is all contained on the ground floor, it is accessible to children with physical disabilities.</p> <p>There is a wheelchair accessible toilet and shower in the nursery.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs.</p> <p>The school has small group rooms that are used for intervention and therapy sessions.</p>

<p><b>16. What support will there be for my child's happiness and well-being? What is the pastoral, medical and social support available in the school?</b></p>	<p>At St Mary's, we believe that being happy and having high self-esteem is crucial to a child's well-being. We have a caring, understanding team working with our children. We are an inclusive school; we welcome and celebrate diversity.</p> <p>The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore, this would be the parents' first point of contact if there are concerns.</p> <p>As a school we use the Zones of Regulation which is a system where children are encouraged to recognise their feelings as a colour; red, yellow green or blue related to their ability to attend and focus. Once they have recognised if they are; over / under aroused they will be supported to produce a toolkit of strategies to use in order to support self-regulation. If further support is required the class teacher liaises with the SENCO for further advice.</p> <p>This may involve working alongside outside agencies such as Health and Social Care, CAMHS and/or Specialist Educational Outreach services. It could lead to a referral and intervention provided by our Emotional Literacy Support Assistant (ELSA) who will plan a short term programme of work under the supervision of the Education Psychology team</p>
<p><b>17. How does the school manage the administration of medicines?</b></p>	<p>The school has a policy regarding the administration and managing of medicines on the school site. It is published on our website. Parents need to contact the class teacher if medication is recommended, by Health professionals, to be taken during the school day. The Head teacher will make a decision on each individual case as to whether it is appropriate for a named adult to administer the medication within the school day, or for a parent to come in to do so. On a day to day basis our Education Welfare Officer generally oversees the administration of any medicines.</p> <p>As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.</p>
<p><b>18. How is my child included in all the same activities as her/his peers at school?</b></p>	<p>We are an inclusive school and are committed to providing equal opportunities for all children. All children have access to lessons, school clubs, educational trips and residential school journeys. We strive to make 'reasonable adjustment' to ensure that children with SEN and/or disabilities can be included in as many of these as possible and that these activities are a successful experience for all children.</p> <p>Before any off-site activity occurs, a risk assessment is conducted to ensure everyone's health and safety will not be compromised. In the event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.</p>
<p><b>19. How will St Mary's School support my child when they are leaving this school or moving onto another class?</b></p>	<p>At St Mary's, we recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.</p> <p><u>When moving classes in school:</u> Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher. The child will be provided with a transition book, where this is deemed appropriate, which can be regularly shared with the child both at home and school in order to reduce anxiety.</p> <p><u>If your child is moving to another school:</u> The SENCO will support parents, as appropriate, when choosing secondary schools and will also arrange and accompany parents on visits, when deemed suitable.</p> <p>We will contact the new school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for a child. We will</p>

	<p>make sure that all records are passed on as soon as possible and that there is still opportunity for ongoing communication as needed.</p> <p><u>Secondary Transfer:</u> For our Year 6 children with SEN, we will contact the SENCo of the secondary school the child is going to attend, to discuss their specific needs and share information and records. Where necessary our SENCo can visit your child's new school with you and your child to familiarise them with the route, the building and the new SENCo/Head of year, as appropriate. In some cases, staff from the new school may visit your child whilst they are still in Year 6 to observe successful strategies and expectations already in place.</p> <p><u>Preparation for the child:</u> When beneficial to the child, we prepare a social story or transition booklet with pictures of the new people, places and routines. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. Where possible transition visits are arranged to familiarise the child with new buildings, staff and expectations. If your child has an EHCP an annual review will be planned and staff from the new school will be invited to attend.</p>
<p><b>20. How will my child contribute their views?</b></p>	<p>At St Mary's, we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Student Council; which has an open forum for any issues or viewpoints to be raised. Children who have ISPs, discuss and help set their targets, where appropriate, with their class teacher and SENCo. There is an annual pupil questionnaire where we actively seek the viewpoints of children, especially concerning being able to speak to an adult if they are worried. If your child has an EHCP, their views will be sought before any review meetings and they will be invited to attend, for some part of the meeting, if this does not distress them.</p>
<p><b>20. Who can I contact if I have a complaint about the SEN provision made for my child?</b></p>	<p>Initially a discussion with your child's class teacher and/or SENCo will be able to address concerns. Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide for their child, or if you, the parent, disagrees with a decision or feels that there is discriminatory practice:</p> <ul style="list-style-type: none"> <li>• The school's or LA's complaints procedure</li> <li>• The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider)</li> <li>• Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)</li> <li>• An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement</li> <li>• A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure)</li> <li>• Complaint to the Secretary of State (against schools or LAs)</li> </ul>
<p><b>21. If I have any other questions about my child at St Mary's School, who can I ask?</b></p>	<p>At St Mary's, we are very happy to speak with you about any aspects of your child's education. It is best to speak to one of the following in this order:</p> <ul style="list-style-type: none"> <li>• The class teacher</li> <li>• The SENCO/ Assistant Head – Ms Maguire</li> <li>• The Assistant Headteacher's – Miss Black and Miss Friel</li> <li>• The Head Teacher – Miss Maher</li> </ul>

Further information regarding Special Educational Needs can be found on the Hammersmith and Fulham Local Offer:  
<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>