

St Mary's Catholic Primary School
SEN Information Report
2020 to 2021

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 and have pupil profiles 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.

<p>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?</p>	<p>If you have concerns about your child's progress you should speak to your child's class teacher initially. They will then share any concerns with our SENCO; Ms Maguire. If however, you are not happy that your concerns are being managed and that your child is still not making progress, you could then arrange to meet the SENCO yourself. If you still have concerns, you can arrange to discuss these with the Head teacher – Miss Maher. There is also a school Governor responsible for Inclusion.</p>
<p>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?</p>	<p>At St Mary's, children are identified as having SEN through a variety of ways:</p> <ul style="list-style-type: none"> • Liaison with a previous school/nursery • The child is performing well below the age expected levels • Concerns are raised by a teacher • Concerns are raised by a parent • Liaison with external agencies, for example, speech and language therapy, CAMHS etc. • Health diagnosis through a doctor or paediatrician
<p>3. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?</p>	<p>If your child is identified as not making appropriate progress the school will set up a meeting to discuss this with you in more detail, this will enable us to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have. • Plan additional support your child may receive. • Discuss any referrals to outside professionals that could support your child's learning
<p>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?</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. You will be able to share your views and discuss your child's progress at regular meetings with your child's teacher and SENCO as necessary. 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</p>

	Individual Support Plan (ISP) as well as at the Annual Review of their EHCP.
5. How does St Mary's ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?	<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.</p> <p>The school has a School Development Plan which identifies training needs for all staff to improve the teaching and learning for all children within the school. We are able to access training programmes from different organisations including:</p> <ul style="list-style-type: none"> • Borough SEND training • Speech and Language therapy • Primary Inclusion Development Service • Educational Psychology Service • Inclusion and specialist intervention service (InSpire) • Specialist Outreach for children with Autism Spectrum Disorder <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>
6. How will the curriculum and the school environment be matched and adapted to meet my child's needs?	<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. All teachers plan and teach lessons according to the needs of all children in their class. It may be appropriate to adopt different strategies, resources or outcomes to meet each child's learning needs.</p> <p>When necessary, additional specialist advice may be sought if appropriate.</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>
7. What types of support may be suitable and available for my child?	<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"> • Communication and interaction • Cognition and learning • Social, Emotional and Mental Health • Sensory and/or Physical needs <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"> 1. Universal – this is the 'High Quality' teaching that all children receive from their class teacher which will include some adaptations to meet all learning needs 2. Targeted – it may be appropriate for additional provision to be put in place to remove or reduce any obstacles to your child's learning, such as a specific intervention or group work. 3. Specialist – it may be necessary to seek specialist advice and long term support from a professional outside the school, in order to plan for the best possible learning outcomes for your child. <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. 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 that is not covered within the school budget. (See point 11 below)</p>
8. How will you support my child to reach her/his learning outcomes?	<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 in every area is made. Individual Support Plans (ISPs), strategies and progress will be reviewed termly.</p>

	<p>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.</p> <p>The class teacher will meet with parents at least on a termly basis to discuss your child's needs, support and progress. The SENCO is also available to discuss the support your child is receiving.</p>
<p>9. How will we measure the progress of your child in school?</p>	<p>Your child's progress is continually monitored by her/his class teacher. Their progress is reviewed formally every term. 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 Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.</p> <p>The SENCO will also check that your child is making good progress within any individual or group interventions that they take part in.</p> <p>Children who receive SEN Support will have an 'Individual Support Plan' (ISP) put in place, outlining suggested outcomes and strategies for their achievement. The ISP will be reviewed and shared with you every term and appropriate outcomes devised for the next term.</p> <p>The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at an annual review, to which all those involved with the child's education, including parents and specialist teachers/therapists, are invited. 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>10. What opportunities will there be to discuss my child's progress?</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. 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>11. What is an EHC Plan and who can request one for my child?</p>	<p>The purpose of the Education Health Care Plan (EHCP) is to provide funding for extra special education provision in order to meet the specific needs of the child in order to secure improved outcomes for them. An EHCP will contain:</p> <ul style="list-style-type: none"> • The views and aspirations of you and your child • A full description of her/his special educational needs and any health and social care needs • Expected outcomes for your child's progress over the year/s. • The provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes. <p>You, or the school, can request that the Local Authority conduct an assessment of your child's needs. This may lead to an EHCP being produced, if the Local Authority feel the need is severe enough to warrant extra adult support and input from specialist agencies, met through extra funding.</p>
<p>12. How will you help me to support my child's learning?</p>	<p>The class teacher is always available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that successful strategies can be shared. 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 which may help your child in their learning.</p>

	<p>All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report. Individual Support Plans (ISPs) will be reviewed each term. Homework may be adjusted as needed to suit your child's individual needs.</p>
<p>13. How is support allocated to children and how do they move between the different levels of support in school?</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"> • the children getting extra support already • the children needing extra support • the children who have been identified as not making expected progress. <p>They then decide what resources/training and support are needed. All resources/training and support are reviewed regularly and changes are made as necessary</p>
<p>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?</p>	<p>If a child has an EHCP, we will review outcomes on ISPs and ensure they are being addressed. 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.</p> <p>The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, adaptations are made. You and your child will be kept informed and are encouraged to be actively involved at all stages of this support.</p>
<p>15. How have we made the school physically accessible to children with SEND?</p>	<p>As our school is all contained on the ground floor, it is accessible to children with physical disabilities. 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. The school has small group rooms that are used for intervention and therapy sessions.</p>
<p>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?</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. If further support is required the class teacher liaises with the SENCO for further advice. This may involve working alongside outside agencies such as Health and Social Care, and/or Specialist Educational Outreach services.</p>
<p>17. How does the school manage the administration of medicines?</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>18. How is my child included in all the same activities as her/his peers at school?</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</p>

	<p>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>19. How will St Mary's School support my child when they are leaving this school or moving onto another class?</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 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.</p> <p>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>20. How will my child contribute their views?</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.</p> <p>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>20. Who can I contact if I have a complaint about the SEN provision made for my child?</p>	<p>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"> • The school's or LA's complaints procedure • The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider) • Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint) • 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 • A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure) • Complaint to the Secretary of State (against schools or LAs)
<p>21. If I have any other questions about my child at St Mary's School, who can I ask?</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"> • The class teacher • The SENCO/ Assistant Head – Ms Maguire • The Assistant Headteacher's – Miss Black and Miss Friel • The Head Teacher – Miss Maher