

## **Children and Families Act 2014**

### **St. Mary's C of E Primary School SEN Information Report**



The Special Educational Needs and Disability Code of Practice (June 2014) places a duty on local authorities to publish a Local Offer, setting out in one place, information about provision available across education, health and social care for children and young people who have SEN or who are disabled. Elements of the Local Offer will be drawn from information published by schools and other providers.

The associated Regulations prescribe (schedule 1) the information that schools **must** publish on their own website. This applies to all maintained schools, maintained nurseries and Academies, although some of the information to be published is not applicable to Special schools. This document meets these requirements, and may be used by other schools within the local authority to provide a consistent approach to the publication of information.

#### **1. The kinds of special educational needs for which provision is made at St. Mary's Primary school**

Children's SEN are generally thought of in the following four broad areas of need and support:

- **Communication and interaction:** children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and learning:** support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs:** some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **2. Information about our school's policies for the identification and assessment of pupils with special educational needs**

The following ways to identify and assess SEN may be used at St. Mary's Primary School:

- Information from a pre-school setting or previous school a child attended
- Discussions from home visits prior to admission into school
- Early Years Foundation Stage data
- KS1 results
- KS2 results, primary school reports, baseline assessments
- Transition meetings
- Parental meetings
- Ongoing assessment gathered 4 x per year. Data used to identify attainment and progress to show whether a child is falling behind their peers and/or whether the child is not progressing as expected.
- Educational psychologist reports, reports from specialists from Bury LA Additional Needs Team, input from social care, Children in Public Care (CYPIC) meetings, Early Help Family Support Plan
- Annual Review meetings

## **3. Information about our school's policies for making provision for pupils with special educational needs**

For pupils with special educational needs:

- How the school evaluates the effectiveness of provision
- The school's arrangements for assessing and reviewing the progress of pupils
- The school's approach to teaching pupils
- How the school adapts the curriculum and learning environment
- Additional support for learning that is available to pupils
- How the school enables pupils to engage in activities together with children who do not have special educational needs
- Support that is available for improving emotional, mental and social development of pupils

Provision at St. Mary's may include:

- A range of assessment tools are used to monitor pupil progress on an ongoing basis and, if adequate progress is not being made then appropriate support is put in place which may include additional teacher, SSA, TA, SENCO, Health, Social Care or Bury LA Additional Needs Team specialist support.
- The effectiveness of SEN provision is analysed by the SENCO and the findings are presented to Governors.
- An Education, Health & Care Plan will outline the resources needed to provide appropriate support for SEN pupils.

- In addition to the usual assessment and target setting procedures at St. Mary's, SEN pupils will have a formal annual review meeting to review progress and provision.
- Feedback is provided to parents at formal meetings three times a year and an annual report will be provided, that reviews progress and attainment.
- Targets are set for pupils in consultation with parent and child, which are sent home so parents can help their child to work towards achieving them.
- Feedback is sought from parents on the effectiveness of support, to enable ongoing development of support packages.
- Every child's needs are different and teachers are experienced in identifying these and the necessary support. The class teacher and the Special Educational Needs Co-ordinator (SENCO) will discuss with parents the most appropriate approach to be taken for each child.
- Pupils are placed in ability groups, which allows specific support to be placed with those children who will need it.
- Wherever possible, children with SEN are taught in mainstream classes as part of our inclusive strategy. Specialist teaching of a specific teaching programme in small groups or individually, for SEN pupils may also be used, based on personalised, individual's needs.
- The school has a fully inclusive policy, and pupils regardless of special educational need or disability are fully integrated in all aspects of school life. The school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEN or disability.
- The school has a pastoral system in place to provide support to all pupils.
- Additional support is available to children who are vulnerable, and those that experience a range of emotional, social and behavioural difficulties. Our SSAs and TAs who have specific skills in these areas are matched to pupils with these needs. If needed, specialists from Bury LA Communication Difficulties Team, Inclusion Team, School Nurse, social care or CAMHS will support pupils in school.

#### **4. What support will there be for a child's overall wellbeing?**

For all pupils there is a high level of pastoral support provided within the ethos of our school as a faith school. There is a focus on Emotional Wellbeing and promotion of positive mental health. Children can access 'Nurture Groups' or the Rainbows programme, which addresses the needs of pupils who have experienced bereavement or loss due to changes in their family relationships. Children's medical needs are carefully managed in school. Where appropriate, an IHC (Individual Health Care) Plan will be devised following a meeting between the child's parents and the class teacher. St. Mary's has an anti-bullying policy in place and there is time spent in class/school to ensure that children know how to keep themselves safe. There is also curriculum time dedicated to raising awareness of Internet Safety and Cyber-bullying. The School Council & Ethos Group meet and allow children an opportunity to have their views represented and to have a voice in whole school policies & initiatives.

#### **5. The name and contact details of the SEN Co-ordinator**

- The SENCO at St. Mary's Primary School is Mrs. Casey. You may contact the SENCO via the school telephone number 0161 773 3794, email address [s.casey@stmarys-prestwich.co.uk](mailto:s.casey@stmarys-prestwich.co.uk) or by post. All information required to make contact is also on the school website.

#### **6. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

- The SENCO at St. Mary's has the 'National Award in Special Educational Needs Co-ordination' qualification. The role of the SENCO involves: ensuring all practitioners in school understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN, advising and supporting colleagues, ensuring parents are involved throughout and that their insights inform action taken by the school, and liaising with professionals or agencies beyond the school.
- The school has access to specialist SEN training via Bury LA Learning Collaborative training packages.
- Additional training for staff is secured where necessary. This might be delivered in school by external training sources using specialist teachers/health care professionals i.e.) School Nurse delivers Asthma, Diabetes and Epi Pen training for staff. Hearing Impairment Teacher may deliver training for all staff on use of Radio aids. Speech Therapists train our SSAs in the delivery of individualised Speech Therapy programmes for our pupils in school. Physiotherapists and Occupational Therapists assist our SSAs in administering exercises for pupils during school hours.
- Support roles required in school are advertised with specific criteria so the member of staff appointed has the best qualifications and expertise to meet the needs of the individual child.
- St. Mary's uses an Appraisal system for SSAs & TAs where staff can identify training needs and set objectives for improvement.

#### **7. Information about how equipment and facilities will be secured**

- Where a child continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's area of need, we may consider involving appropriate specialists, for example, health visitors, speech and language therapists, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken with the child's parents.
- The SENCO will make effective use of the SEN budget to secure necessary equipment for SEN pupils.
- Laptops can be made available for individuals who may find traditional methods of recording difficult.
- Liaison between school and LA Educational (Hearing and Visual impairment services) and medical (Occupational Therapy) services takes place to ensure equipment used by SEN pupils is in good working order i.e. Hearing Impairment Team services radio equipment and hearing aids used in school.
- Governors annually review the effectiveness of Service Level Agreements for SEND.
- Annual bids are made to LCVAP (Local Authority Co-ordinated Voluntary Aided Programme) to secure funds for improved access in school. See separate Buildings and Accessibility plans.

#### **8. Arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

- Parents are informed of any targets that their child is set and of any additional support that is provided, and are given regular feedback on the progress that their child is making.

- Parents are given the opportunity to meet with staff and discuss the progress and attainment their child is making.
- For pupils with an EHC plan there will be a formal annual review meeting to review progress and provision.
- Parents Evenings and additional meetings with the SENCO and class teacher are arranged to provide timely feedback to parents.
- Sometimes, where necessary/useful a Home-School Diary or the use of Dojo will be used to keep lines of communication between home and school effective.
- Team Around the Family/Early help Family support Plan meetings are held with parents and other professionals involved with the child.

#### **9. Arrangements for consulting young people about, and involving them in, their education**

- Targets are discussed with pupils and regularly referred to during the term they were set.
- There are opportunities set aside during lesson times for pupils to respond to the teacher's marking comments and SSA/TA comments in books.
- Small teacher led groups offers opportunities for pupil/teacher dialogue about their learning and next steps.
- Pupils' views are sought through pupil voice; enabling feedback on the effectiveness of support provided.
- Pupils may also be able to provide feedback at parents' meetings and annual reviews.

#### **10. Arrangements made by the Governing Body in relation to complaints from parents of pupils with special educational needs concerning the provision made at the school**

- The school's complaints procedure is published on the school website.
- The school Governors are aware of the SEND regulations and there is a dedicated Governor for Special Educational Needs.

#### **11. How the Governing Body involves other bodies, including health and social services, local authority support services, and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils**

- There is a link SEN governor who has oversight of the procedures in the school. The SEN Governor meets with the SENCO and produces a report for the governing body. The SENCO provides reports on the effectiveness of SEN provision 3 x per year.
- School has access to a range of services. These include Bury LA Additional Needs Team, Educational Psychologists, the school nurse, health visitors, speech therapy, occupational therapy, NHS Child Development Centres, social care and CAMHS.

## **12. Contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32 (mediation)**

- This information will be set out in Bury authority's Local Offer: <https://theburydirectory.co.uk/send-local-offer>
- The following services provide further advice and support for parents and carers of young people with SEND:
  - Bury SENDIASS (Special Educational Needs Disability Information Advice Support Service) - provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN.  
<https://theburydirectory.co.uk/services/bury-sendiass>
  - Bury2gether - a community support network, for parents and carers of young people with SEND who access services in Bury.  
Website: [www.bury2gether.co.uk](http://www.bury2gether.co.uk)/Email: [bury2gether@gmail.com](mailto:bury2gether@gmail.com)/Facebook: [facebook.com/groups/bury2gether](https://www.facebook.com/groups/bury2gether)

## **13. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living**

- The school has an extensive transition programme in place both for children joining the school, and those moving on.
- The school has close links with local Nursery, Primary & High schools, and through additional taster sessions and open days, seeks to minimise the impact of transition.
- Assessment and progress data, IEPs, attendance, reports from professionals from other services and behaviour information including details about friendship groups etc. is collected from a pupil's Nursery or primary school to enable a smooth transition to the next setting.
- Meetings between SENCOs, teachers and staff from receiving and transferring settings take place in July prior to transfer.
- SENCO from receiving setting can attend annual review meetings, where appropriate.

## **14. Information on where the local authority's local offer is published.**

<https://theburydirectory.co.uk/send-local-offer>