

# *Parent Information:*

## *St Mary's Catholic Primary School SEND Offer and SEN Information Report*

We are a fully inclusive Roman Catholic primary 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, 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, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as 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 have specific needs based plans and pupil profiles which help support their development and accelerate progress.

Children at St Mary's make good progress and achieve in line with other schools nationally with SEN. Other useful documents such as our SEND/ inclusion policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at St Mary's then please do not hesitate to contact our SENCO (Susana Marland) [senco@marycps.brent.sch.uk](mailto:senco@marycps.brent.sch.uk)

Please see below the St Mary's Catholic Primary School SEND Offer.

*1. How can I let the school know I am concerned about my child's progress in school?*

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the teacher in charge of SEND (SENCO- Mrs Susana Marland). If you are still not happy you can speak to the Head Teacher and school SEND Governor.

*2. How will the school let me know if they have any concerns about my child's learning in school?*

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

*3. How is extra support allocated to children and how do they move between the different levels?*

- The school budget, received from Brent LA, includes money for supporting children with SEND.
- The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.
- The head teacher and the SENCO discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

#### *4. Who are the other people providing services to children with SEND in this school?*

##### Directly funded by the school:

- Teaching Assistants
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Additional Educational Psychologist support to provide a higher level of support to the school.

##### Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Brent Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy for those children with a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority).

##### Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level
- Trained LSA to deliver Individual Treatment plans

#### *5. How are the teachers in school helped to work with children with SEND and what training do they have?*

- The SENCO's job is to support the class teacher in identification and planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- There is a dedicated training programme for the Teaching Assistants
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg. from BOAT. There are also online training materials such as the Inclusion Development Programme. The school is a member of the NASEN.

### *6. How will the teaching be adapted for my child with SEND?*

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Some members of staff are supported by external agencies with the teaching of SEND children. For example Behaviour support, BOAT.
- Specialist equipment may be used depending on the child's individual needs
- Specific resources and strategies will be used to support your child individually and in groups. Audiology equipment, hearing aids, move 'n' sit cushions etc
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. This is at the discretion of the class teacher.

### *7. How will we measure the progress of your child in school?*

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and an assessment given in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet attaining at nationally recognised standards, a more sensitive assessment tool is used which shows their attainment in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of key stage 2 (i.e. at the end of year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and Year 6 results are published nationally.
- Children at SEN Support will have a support plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. Groups are monitored and observations are carried out by the SENCO and SLT.

### *8. What support do we have for you as a parent of child with SEND?*

- The class teacher is regularly 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 similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Support plans will be reviewed with your involvement each term.

- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to SEN Information Advice and Support Service (formerly Parent Partnership) and to other parent support groups.

### *9. What support is there for my child's overall wellbeing?*

- We are an inclusive school; we welcome and celebrate diversity. We believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- St Mary's has a nominated safeguarding officer who is able to address any concerns regarding the wellbeing of individuals in our school.
- The class/form 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 further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside external agencies such as Health and Social Care, and/or specialist educational services.

### *10. How does the school manage the administration of medicines?*

- 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 reception staff / class teacher if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis the admin staff generally oversees the administration of any medicines.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all members of staff are able to manage medical situations. First Aid training is monitored and updated as and when required.

### *11. How is St Mary's School accessible to children with SEND?*

- All children will have an assessment on entry to the school.
- The building is accessible to children with physical disability via ramps.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.

### *12. How will we support your child when they are leaving this school? OR moving on to another class?*

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
  - Transitional visits are often arranged and photographs of the staff and new building are introduced to the child prior to transfer.
- When moving classes in school:
  - 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.
  - If your child would be helped by a book to support them in understanding moving on then it will be made for them.
  - Children with SEND are encouraged to meet their new teacher and classroom prior to transition.
- In Year 6:
  - The SENCO/class teacher will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, we arrange additional visits. Our 'receiver' schools sometimes run programmes specifically tailored to aid transition for the more vulnerable pupils.
- 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.
- If your child has an EHC Plan an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend.

### *13. How will my child be able to contribute their views?*

- We encourage each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have individual support plans discuss and set their targets with their class teacher.
- 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 have a worry.
- There are also Carefree Kids boxes which are regularly checked by the counsellor and acted upon.
- If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them.
- Children from SEND are active members in the school council and other monitors throughout the school.
- At St Mary's pupils voice is very important and we allow children to contribute to their annual review both in person and by written format.

### *14. What support is there for behaviour, avoiding exclusion and increasing attendance?*

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Pastoral Support Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, the behavior of individuals has drastically improved.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

- Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported upon to the head teacher. Attendance is regularly monitored. Support is given through an incentive scheme where excellent attendance is actively encouraged and expected throughout the school. Children are rewarded with certificates and fun days!
- We have had many successes where families were struggling with lateness and but are now able to get their children into school on time.

*15. How will my child be included in activities outside the classroom including school trips?*

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

*16. How the school's resources are allocated and matched to children's SEND needs?*

- We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have a team of TAs who work to support the needs of SEND children
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving a TA and other specific intervention to meet the needs of the individual child. This often involves additional teacher lead programmes of support.

*17. What specialist services and expertise are available at or accessed by the school?*

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for HI/VI/ASD, the Behaviour Support Team; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services including locality teams, and social workers.



**18. What training has the staff supporting children with SEND had or is currently having?**

- We have several members of staff trained to deliver Speech and Language therapy who receives regular support from the Speech and Language Therapist.
- We have upcoming training from BOAT for all teaching assistants on strategies to support children on the autistic spectrum.
- A high number of staff have had specific training in delivering Read, Write Inc programmes.
- All of our TAs have had training in delivering reading and spelling / phonics programmes.

**19. What if I need to complain?**

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- 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)

*NB. There is also a requirement on schools to publish an annual SEN Information Report (page 77 of draft SEN Code of Practice April 2104). This may change in the final Code of Practice.*

*Governing bodies and proprietors MUST also publish information annually about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plans.*

*An accessibility plan sets out how a school plans to increase access, for disabled pupils, to the curriculum, the physical environment and to information. It must be reviewed and revised every three years.*