

St. Mary's - SEND Information Report

Welcome to our **SEND Information Report** which is part of Durham County Council's Local Offer for children and young people with Special Educational Needs.

At St. Mary's Catholic Primary School, Thornley, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

At St. Mary's Catholic Primary School, we have appointed a Designated Teacher for Looked after Children who works closely with the SENDCO to ensure all teachers in school understand the implications for those children who are looked after and have SEND.

At St. Mary's, we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are now four broad areas of SEND, these are:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Accessibility

Access to St. Mary's is disabled friendly with a ramp at the pedestrian entrance. There is a disabled parking space and smooth pavement to the entrance from the car park. The reception area is wheelchair accessible. Physically disabled visitors, staff and children can access most of the school, adult toilets, and admin area, but there are stairs to the school hall. Full assistance will be given by staff to promote

access within reason. Our Accessibility Plan is updated when necessary to discuss improvements to access for our school community. Step edges are highlighted, and handrails are available to support the access for people with a visual impairment.

Teaching, Learning and the Curriculum

How We Support SEND

St. Mary's Catholic Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Types of SEND

At St. Mary's Catholic Primary School, we have experience of supporting children and young people with a wide range of need including Autistic Spectrum Disorder, Speech and Language difficulties and TSC tuberous sclerosis complex.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Teaching, Learning and the Curriculum

At St. Mary's, we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

At St. Mary's Catholic Primary School, we follow a graduated support approach which is called "**Assess, Plan, Do, Review**".

This means that we will:

- **Assess** a child's special educational needs.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan.

Full details can be found on the [Local Offer website](#).

You can find details of how we adapt the curriculum and make it more accessible for pupils with SEN below:

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

Full details about the way in which funding is allocated to schools for special educational needs provision can be found here:

At St. Mary's Catholic Primary School, our notional SEN budget amounts to £32,700.

This is used to support children and young people with SEND by provided appropriate additional support and resources needed to enable them to access learning.

The school funding formula is generated to include financial provision to specifically support a pupil's individual special needs, this is called SEN notional funding.

This funding is prioritised to tailor-make learning to ensure small steps of progress are continually made by all SEND learners.

At St. Mary's Primary school, for those pupils with high needs, Costed Provision Maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the progress each child makes, and additional funding and financial support can be applied for from the Local Authority.

Detailed assessments and provision maps target tracking, and regular progress meetings ensure that all learners achieve and make progress at St. Godric 's Primary School.

Parents of children with SEND may meet with the SENCO to discuss any costed provision concerns they may have.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

Statement of Intent for Supporting Equality

At St. Mary's Catholic Primary School, we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

[Equality-Information-and-Objectives](#)

How do we consult with our SEND pupils

Teachers/SENDSCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENDSCO. The children have regular meetings with support staff to discuss their progress and support.

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings.
- Ongoing discussions with a class teacher and/or SENDSCO.
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have.
- Through a review of a child's SEND Support Plan or the Annual Review of their Education Health Care Plan.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

SEN Transition

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.

How we will support children with SEND when they are moving on to another class or leaving this school:

Nursery to Primary

In order to ensure a smooth transition for nursery children:

- Our reception teachers visit nurseries during the term prior to the children starting school. During these visits, teachers meet the pupils and have valuable discussions about the children with nursery staff.
- There are two school visits for the children during that same term, where the children meet staff and a buddy is assigned to them. (The buddy is a pupil from the current year 5 who will support the new starters in September during play times and dinner times).
- Parents meet the staff and have the opportunity to ask questions and share valuable information with the class teachers.
- Additional visits are arranged for pupils who have specific needs which require a little more support.
- When pupils are already involved with other agencies, liaison takes place. This could be in the form of a report, a telephone conversation or a meeting where parents are invited.

Primary to Secondary

We support all transition arranged by our secondary schools to ensure that our pupils feel happy in their transition. This includes:

- Pupil visits to their feeder secondary schools in both year 5 and year 6.
- Transition visits from members of staff from the secondary school.
- Year 6 teachers visit staff in our secondary schools to talk about our pupils and their needs.
- For children with specific needs, meetings can be arranged between staff from both schools, parents/ careers and other agencies.
- Special needs staff from both schools meet to discuss needs of our pupils.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- [Durham SEND Information, Advice and Support Service](#)
- Education Welfare Officer (EWO)
- [Educational Psychology Service](#)
- GPs
- Parent Support Advisor (PSA)
- School Counsellor
- School Nurse Service
- [Social Care & Health](#)
- [Speech and Language Therapy](#)

In addition, staff work in partnership with colleagues from other schools, and they share expertise, training and resources to further support pupils with additional needs.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.