

SEND Information Report

St. Mary's Catholic Academy



As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

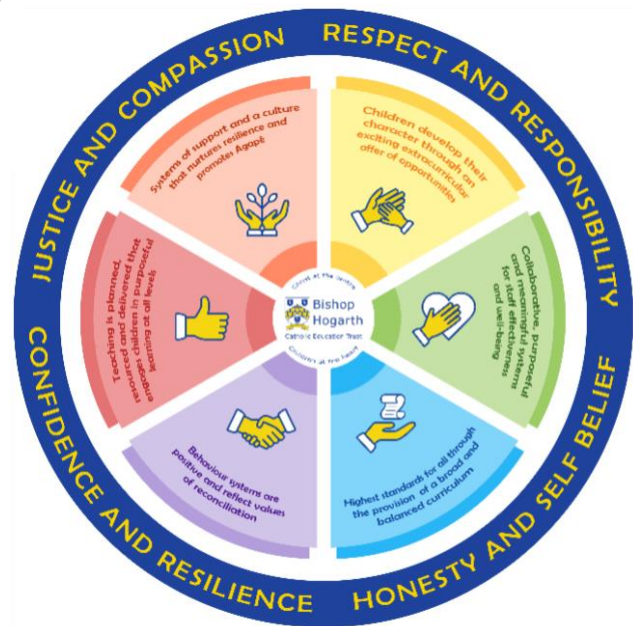
Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.



Our school's approach to supporting pupils with SEND

- **St. Mary's is committed to supporting the needs of pupils with Special Educational Needs and/or Disabilities.**
- **We do our very best to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.**
- **St. Mary's is committed to being an inclusive school, with adaptations made to the curriculum and provision to meet the needs of pupils with Special Educational Needs and/or Disabilities.**
Commitment
- **We are committed to keeping all children, including those with Special Educational Needs and/or Disabilities (SEND), safe from bullying or any kind of discrimination.**
- **Our anti-bullying policy may be seen at: <https://st-marysrc.schooljotter2.com>**

How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **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.



How does the school know if children need extra help and what do I do if I think my child has special educational needs?

1. Assess

- **Identification – After discussion with yourself, your child will be identified as having a Special Educational Need and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities.**
- **In the first instance, we will involve you and your child in exploring possible barriers to learning together. We will then draw up a Short Note Support Plan.**
- **Progress data scrutiny and termly profile and Short Note/SEN Support Plan reviews with parents / carers help us to accurately gauge the impact of our support.**
- **With your permission, special assessments may also be carried out and input may also be requested from specialist services.**

2. Plan

- **If it is decided that a child's needs require more detailed scrutiny, then a plan is implemented to monitor progress.**
- **St Mary's follows the graduated approach to assessment, planning and review of provision recommended by the Code of Practice. Full details are set out in our SEN Policy, covering entry/exit point criteria and timeframes.**
- **Durham Council has a range of statutory duties to assess and support children with SEND; details of these services may be found at:-**
- **<https://www.durham.gov.uk/article/3722/About-the-Local-Offer-in-County-Durham>**
- **In rare cases, we may apply to the LA for an Education, Health, and Care Plan (EHCP) to be considered as part of the assessment process. These Plans are used when a child's needs are more substantial, persistent, complex, and likely to require input from a range of outside agencies. This will often include input from social care and/or paediatric health services. The LA makes decisions about whether to formally assess and about whether or not to put a Plan in place. You and (importantly) your child's views, along with school based evidence, will always form an important part of this type of assessment.**

3. Do

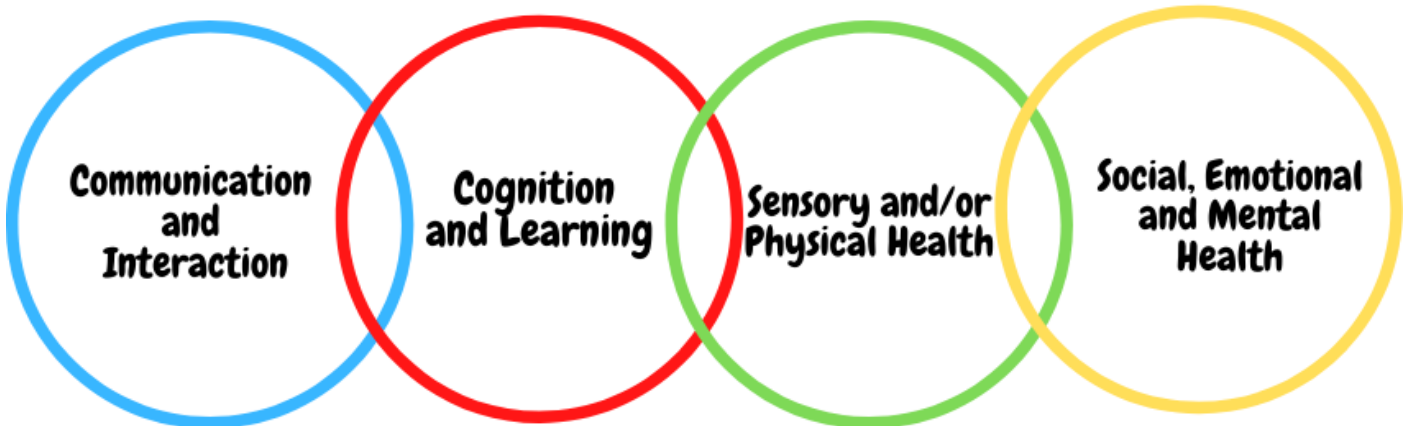
- ▶ Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.
- ▶ Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND.
- ▶ Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.
- ▶ Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.
- ▶ Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this.
- ▶ We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

- ▶ Progress of children with SEND is reviewed at least termly
- ▶ Additional time is allocated to ensure that sufficient focus can be given both by staff and by yourselves to help support progress
- ▶ We are ably supported in our progress reviews by the Trust's Data Manager, who helps us with regular updates and the development of relevant areas for actions to address any highlighted issues
- ▶ You will be invited to parents' meetings twice a year to discuss your child's progress and receive a yearly written report. In addition, our SENCO holds termly reviews, to discuss the impact of the most recent strategies to be put into place
- ▶ Wherever possible we involve the children in reviewing their own provision. Their experience of support, their personal motivators and individual learning style will be considered, along with your own views, to help refine the actions we take to support progress.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

Communication and Interaction

Strategies to support children with these needs include:

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care, flexible thinking. E.g. 'Time for Talk' and LDA 'Social Skills'
- Flexible approaches to timetable
- Modifications to lunch and/or break times
- Enhanced access to additional aids and visual learning approaches
- Access technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Conscious reduction of 'teacher talk'
- Sensory feedback support e.g. fidget toys, wobble cushions
- Mentoring and/or buddy systems
- Elements of Talk for Writing (whole school)
- Staff experienced in support for the development of speech and language skills, under the guidance of the NHS Speech and Language Therapy Service
- The use of Social Stories to encourage positive behaviour and thinking for pupils with social and communication needs.
- The use of Interplay in the development of very early play skills
- NELI interventions in EYFS.

Cognition and Learning

Strategies to support children with these needs include:

- Developmental support for short- and long-term memory through a range of specific strategies.
- Regular, individually focused intervention and flexible groupings
- Increased, time-limited access to clearly focused small group support, managed by the Class Teacher
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible, age-appropriate reading material, coloured overlays or coloured tracking guides, Numicon
- Phonic development programmes and catch-up interventions
- Resources to help develop working memory, recommended by our Educational Psychologists
- Enhanced access to IT and technical aids
- Adaptations to assessments to enable access e.g. readers, scribe, extra time allocation, where this reflects the child's usual way of working
- ICT curriculum adapted to meet the learning needs of your child
- Frequent repetition and consolidation opportunities
- School day intervention programmes linked to year group learning goals
- After school curriculum clubs where children are invited to consolidate and practise curriculum skills in reading, maths, times-tables and handwriting
- Reading buddies
- Year six booster classes led by teachers and teaching assistants
- Links with home/hospital education
- Support from Durham Educational Psychology Service

Sensory/Physical

Strategies to support children with these needs include:

- Physical aids to support access e.g., hearing aids, large print materials, writing slopes, weighted backpacks, caring cutlery
- Access to a specialist teacher/Learning Support Assistant qualified to support the learning of pupils who have a hearing impairment through outreach services
- Access to a specialist teacher/Learning Support Assistant qualified to support the learning of pupils who have a visual impairment through outreach services
- Concrete apparatus available to support learning
- Enhanced levels of individual supervision within class and during unstructured times e.g. when using play equipment in the outdoor area
- Small step re-integration of children who have undergone surgery, evaluated in the light of past experience, linking closely with Paediatric Physiotherapy and Occupational Therapy staff
- Therapy programmes delivered in school, designed by NHS specialists e.g. daily physiotherapy
- Therapy programmes as recommended by NHS specialists such as hydrotherapy
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Medical needs are supported in line with the following document: 'Supporting Children with Medical Conditions,' DfE 2015, which can be viewed at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf
- Interventions to assist with visual closure difficulties; visual discrimination difficulties and difficulties with visual spatial relationships
- Activities to improve gross and fine motor skills e.g. 'disco dough' in EYFS and 'funky fingers'.
- Enhanced level of supervision at playtimes and meal times
- Timetabled sessions in the Sensory Pod

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- ▶ Access to time out/individual work area/rest breaks
- ▶ Mentoring
- ▶ Access to support from our PSA and /or counsellor
- ▶ Individualised rewards system
- ▶ Early Help Assessments accessed via our PSA & SSWs, to secure multi-agency targeted support, as appropriate
- ▶ Personalised curriculum
- ▶ Alternative curriculum opportunities
- ▶ Additional opportunities to develop social and emotional aspects of learning
- ▶ Access to specially designed games for the support of turn-taking and cooperative behaviour skills
- ▶ Access to CAMHs advice
- ▶ Access to opportunities provided by the Community Policing Outreach Programmes

What training is provided for staff supporting children with SEND?

- ▶ Staff are trained to different levels in positive restraint training to de escalation techniques, to support pupils experiencing social, emotional and mental health needs.
- ▶ Staff members of staff are trained in First Aid, including focused Paediatric First Aid
- ▶ Staff who have received training for supporting children with epilepsy
- ▶ Staff have also trained in the use of Epi pens to support children
- ▶ Staff who have received training in Mental Health First Aid
- ▶ Staff have had Autism, ADHD, Asperges training from Durham County Council.
- ▶ Parenting programmes are provided in or facilitated by school.
- ▶ Staff training regarding selective mutism.
- ▶ Miss Wills the school SENCO provides a lot of SEND Training, support and guidance for staff.

How do we support transition in our school?

Transition within classes/key stages:

- ▶ This often includes earlier or more frequent visits to the school, to familiarise your child and to reduce anxiety. Examples include pupils who have needs on the autistic spectrum and/or pupils who experience high levels of anxiety.
- ▶ Other children who can particularly benefit from these arrangements are those who have mobility difficulties or sensory impairment, who require mobility training to ensure safety and boost confidence.
- ▶ In-year transfers of pupils who have SEND also receive strong support.

Transition to Secondary settings:

- ▶ Our Year 6 teacher, PSA and SENCO are all involved in helping to make the move to a new environment as smooth and positive as possible.
- ▶ Extra transition days.
- ▶ Staff from Secondary are invited to observe pupils in class and begin to build key relationships up.
- ▶ Summer school is provided in some Secondary settings over the summertime, the majority of our pupils attend this.

Where can I get further information about services for my child?

The Local Offer

The Local Offer includes what is available in the County Durham area for children and young people with special educational needs and disabilities (SEND) during their time in education.

It includes:

- ▶ sources of support, advice and information
- ▶ education, health and care provision
- ▶ arrangements for identifying and assessing children and young people with SEN
- ▶ how services can be accessed (including eligibility criteria) and how decisions are made
- ▶ arrangements for supporting children and young people move between school phases
- ▶ services to support young people in preparing for adulthood and independence
- ▶ leisure activities
- ▶ arrangements for disagreement resolution, complaints, mediation and appealing to the SEN Tribunal
- ▶ information on the review and development of the Local Offer itself

For more information please follow the link below:

- ▶ Durham Local Offer can be found at <https://www.durham.gov.uk/article/3722/About-the-Local-Offer-in-County-Durham>

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

- With due regard to our admission policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school. Please see our admission policy. <https://stteresadarlington.bhcet.org.uk/policies/>
- Children who have EAL needs are supported by the Durham EAL team
- We have a changing room for additional personal care needs.
- We access and buy specialist equipment as recommended by professionals e.g. Occupational Therapists and Hearing Impairment. Activities Outside of School
- Staff who are arranging an offsite trip will discuss with parents and the SENCO any requirements needed and the suitability of any trip which the school is taking part in. We will then discuss any additional requirements that we will need to put into place to ensure that all children can take part.
- We support children on off-site visits and are flexible in our approach to residential visits. <https://www.gov.uk/guidance/equality-act-2010-guidance>
- At St. Mary's we are increasing the extent to which disabled pupils can participate in the school's curriculum by constantly improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education, benefits, the facilities and services provided and offered by the school.
- Identified areas of school for workstations and safe spaces and break out areas
- We have a purpose built Sensory Room called the Sensory Pod that is constantly updated
- We are constantly looking for new resources and ideas to assist children with self-regulation We are working constantly to improve the delivery to disabled pupils' information which is readily accessible to pupils who are not disabled.
- We organise resources in large print format
- We organise sound reducing equipment for sensory needs
- We organise rooms and areas so that children who need to hear information free from distractions.

Activities Outside of School

- ▶ As a Flagship school we always ensure every pupil has the opportunity to attend any after school clubs and opportunities of enrichment activities. Staff are always in attendance to support individuals and are aware of pupils needs.

What to do if you have a complaint, a compliment, or a query.

The school details and relevant contacts

- ▶ Should you have any concerns about the support that your child is receiving, we hope that you will feel able to approach your child's Class Teacher or the SENCO to discuss this. They will be happy to meet with you and work together with you to help resolve any issues or concerns that you may have. Our SEN Governor can also be contacted separately through the email address:
- ▶ office@stmarysna.bhcet.org.uk
- ▶ We will also always be pleased to hear from you about any aspects of our provision that you feel are working particularly well.
- ▶ We will always try to arrange a meeting at the earliest possible opportunity
- ▶ However, if there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out in the Bishop Hogarth Trust's Complaints Policy. You can view this document at
- ▶ <https://st-marysrc.schooljotter2.com>

Name of school SEND governor.

Mark Bowman