

St. Mary's CE Primary Academy

SEND Information Report 2022

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What support do you have for parents of a child with SEND?

What is the aim of this report?

This report is part of the Northamptonshire Local Offer for learners with Special Educational Needs and/or Disabilities and their families.

At St. Mary's CE Primary Academy, we believe that all learners should be given the opportunities to achieve and succeed. Our inclusive approach means we value each individual child.

The aim of this report is to give parents information about how we support children's learning in our school and should be read in conjunction with the following policies (which can be found on the school website):

- ❖ Accessibility Plan
- ❖ Accessibility Policy
- ❖ SEND Policy



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How do you define SEND at St. Mary's?

Our vision at St Mary's is 'everything is possible for one who believes' from Mark 9:23. This is our vision for **all** learners at St Mary's. We believe that every child, including those with Special Education Needs or Disabilities, should be given every opportunity to achieve and make progress, not only academically, but also holistically. Our inclusive approach is one that identifies the needs of each individual child and ensures they are given the right support to achieve their dreams.

Whilst we strive to create an inclusive environment at our school, we acknowledge that the road to success may be more difficult for some children. We know that some learners may have additional barriers that may affect their learning and therefore need more specific types of support.

We recognise these barriers and classify them into 4 broad areas of need:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Sensory and/ or Physical Needs



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Who are the people involved in supporting children with SEND at St. Mary's?

Class Teachers

Every class teacher is a teacher of Special Educational Needs. Teachers are responsible for planning the curriculum and assessing your child's progress. They work closely with the children, teaching assistant and the SENDCo to support children to reach their full potential.

SENDCo

Miss Price is our Special Educational Needs and/or Disabilities Co-ordinator (SENDCo). Alongside the children and members of staff, she coordinates all of the support and interventions in school; keeps parents informed about their children's progress towards their Individual Support Plans (ISPs); holds annual reviews for children with Education Health and Care Plans (EHCPs) and liaises with all multi-agency professionals involved in supporting your child.

SEND Governor

Michael Lovett is our SEND Governor at St. Mary's. He is responsible for making sure the necessary support is in place for every child with SEND at St. Mary's.

Head teacher and Vice Principal

Mrs Holt is responsible for the day to day aspects of the school and all the arrangements for children with SEND. She has to report to the Academy Governance Committee and Peterborough Diocese Education Trust on all aspects of SEND in the school. Mrs Reynolds is our Vice Principal and works in partnership with Mrs Holt to meet the needs of all of our pupils.

Miss Price



Mrs Holt



Mrs Reynolds



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What are the different types of support available for children with SEND?

Identifying Needs

The SENDCo helps to support class teachers in identifying any additional needs of the children. Following initial monitoring and discussion with parents/carers, a Pupil Concern document is completed which leads to a classroom observation and then a meeting is arranged with parents and pupils to discuss their needs and concerns.

Support

If your child is identified as needing additional support, we may give them support in the classroom through specific strategies (toolkits, concrete resources, adult support, differentiating work to their level). We may arrange for your child to go to an intervention to help them with their learning. This may include working in a small focussed group or through one-to-one teaching that will tailor learning to the needs of your child.

Outside Agencies

Sometimes, the expertise of professionals from outside the school, such as Educational Psychologists, Speech and Language Therapists and members of the NHS, are asked to work with children to give further advice. If this is the case, we will always ask for your consent first.

Individual Support Plans (ISPs)

Children identified with having SEND will be provided with an Individual Support Plan (ISP) that clearly outlines their specific targets. These are reviewed each term and will always be created through discussion with the parent and child. Involving the children in this process is key to developing self-motivation and ownership of their learning. The children will be involved in the process through creating their own One Page Profiles, reflecting on what makes them happy and their own needs as a learner.



What support do you have for improving the social and emotional development of children with SEND at St. Mary's?

We offer a wide range of pastoral support in school. Whole School Training (Solihull Approach, Boxall Profiling, Attachment Awareness, TAMHS work, Keys to Happiness) and staff development has focussed on pastoral support.

Some of our pastoral support includes Drawing and Talking, Meet and Greets, Protective Behaviours and Emotional Resilience.

We have a Family Support Worker, Miss Johnson, who works very closely with the SENDCo to ensure pupil welfare is supported effectively. We also have a Learning Mentor who delivers individual or small group targeted work. Our Learning Mentor is a trained ELSA (Emotional Literacy Support Assistant). This is Mrs Campbell.

Regular Pastoral meetings take place with the Head Teacher, SENDCo, Family Support Worker and the Learning Mentor to ensure that provisions are continually meeting pupil needs.

We have a dedicated space in our school to support children with their social and emotional needs. This is the Rainbow Room. This is a safe, calming space where children can come to regulate their emotions or to benefit from some pastoral support from Mrs Campbell.

Mrs Campbell



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How will you support my child to be ready at key transition points?

Pre-entry/EYFS

School staff visit pre-settings to meet pupils and there is close liaison with parents and additional visits are arranged if deemed necessary to support individuals. EYFS children are invited in for several 'settling in' sessions, before gradually increasing their time to full time, over the course of 3 weeks. Phased timetables are used, if deemed necessary, to support a successful transition into school. These may involve your child attending for a set number of hours a day, before transitioning to full time.

End of year transition

Individual needs are discussed with new class teachers during the last half term of the year. Additional information may also be provided by the SENDCo. Individual Support plans are passed onto new class teachers and interventions continue into the new school year, to the first review in October. Additional liaison is arranged if deemed necessary to aid transition, in addition to the whole class transfer day which occurs at the end of the summer term, where pupils spend time with their new teachers. Additional resources, like visual booklets, can also be provided to ensure pupil's needs are met during transition times.

Year 6

Visits are arranged to meet new staff and familiarise themselves with new settings. Regular liaison with parents and settings take place and additional visits arranged if necessary. Some schools offer additional transition visits for children with SEND, or these can be arranged on an individual basis, from liaison with the SENDCo. Individual Support Plans are reviewed and shared with the next setting, to summarise and identify specific pupil needs, and strengths, which will support pupil progress.

Supply cover for classes

Each class has their information sheet, which identifies specific needs to new/supply staff – these include all forms of SEND and medical needs as well as arrangements for meeting/greeting and at the end of the day. Details of specific home/school liaison are also included. These are given to any staff who take the class in addition to the class teacher.



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How will you monitor the progress my child is making?

First, we find out where your child is in their learning before starting any intervention or support, through assessments. These baseline assessments might include how many Numicon shapes they can recognise in one minute, what percentage of Set 2 sounds they recognise or which letters they can form correctly. Next, we identify what they need in order to make that progress, through timetabling interventions, planning support and setting targets. After, we carry out the agreed intervention. Then, we reassess the child to see what difference the intervention has made on their progress. This process would then continue throughout the need for additional support.

The SENDCo monitors the progress the children make in interventions through intervention drop in sessions, discussions with the children and analysing data. Where a child is not making progress, investigations and assessments will be carried out to identify the causes and further support will be delivered as required.

Assess

Review Meetings

Meetings are held 3 times a year with the parents/carers, class teacher, SENDCo and child, if appropriate, to discuss the progress your child is making towards their targets and their next steps required.

If your child has an Education Health and Care Plan (EHCP), the same review conversations take place and the EHCP is formally reviewed annually.

Plan

The effectiveness of the provision made for children is reviewed termly by the SENDCo and a formal report will be shared with the Senior Leadership Team and Governors. School Governors take part in learning walks and talk to the children to monitor the quality of provision.

Do

Review



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How will you keep me involved in my child's learning?



In our school, we have an open door policy. Parents and carers are always welcome to arrange a time to discuss their child's learning with their class teacher. We do have set times throughout the year where you will be invited in to discuss your child's learning.

Walk In Wednesday

On the first Wednesday of each month, parents and carers are invited to a Walk in Wednesday session. This is a session with the class teacher and will be given a specific topic focus and will give you a chance to look at their books. Past topics have included reading, knowledge organisers and online safety. These sessions also include specific adaptations and strategies to support our learners with SEND.

Reports and Parents Evening

Reports are sent out at the end of each academic year and include comments about your child's attainment in reading, writing, maths, science, RE, PE and other areas of the curriculum. We have 2 parents evening sessions a year, to provide dedicated time to discuss your child's progress and learning. This year, we have trialled dedicated Parents' Evening slots with the SENDCo, to give you time to discuss any concerns or questions about your child with SEND.

ISP Review Meetings

Your child's Individual Support Plan will be reviewed 3 times a year, in the autumn, spring and summer terms. You will be invited in to a meeting alongside Miss Price, SENDCo, and your child's class teacher.



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How will my child be involved in their learning?

We recognise that all pupils have the right to be involved in making decision and exercising choice. In most lessons, all pupils are encouraged to self and peer assess their work against the given success criteria.

We strive to fully involve all pupils by creating opportunities to share their views about their learning and support they receive, identify their own needs as a learner, share target setting across the curriculum and support them to review their progress and set new targets.

During the ISP process, children are given the opportunity to share their thoughts and feelings through a One Page Profile. This encourages them to reflect on what people like about them, what makes them happy and what support they need. They are also encouraged to share their thoughts during the review stage of the cycle. Children are more than welcome to attend their review meetings with their parent/carer and are given the opportunity to express their feelings with regards to the progress they have made.

One Page Profile

What people like and admire about me:

What makes me happy:

How I want to be supported:



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How will you ensure that my child is fully included in the school community?

St. Mary's is an inclusive school and therefore activities and school trips are available to all of our pupils.

Risk assessments are carried out and adjustments are put in place to enable all children to participate. We may put a 1:1 support system in place in order to allow your child to access the trip safely. Other accommodations may be put in place, however this will always be communicated with you ahead of time.

Sports Competitions

All of our children at St. Mary's will be given the opportunity to participate in several sports competitions throughout the year. These have previously included archery tournaments, Boccia competitions and many more. Keep an eye out in our monthly newsletter to find out the results of these!

Accessibility

As a school, we are happy to accommodate adjustments to ensure all of our children are included.

The facilities we have at present are:

- ❖ A concrete pathway onto a portion of the field
- ❖ A toilet available for disable users
- ❖ A medical room to accommodate specific medical needs
- ❖ A lift from the first floor to the second floor

If you would like to hear about any more of our accessibility arrangements, please take a look at our Accessibility Plan on the website.



What support do you have for parents of children with SEND?

Northamptonshire Local Offer

Northamptonshire county council offers a range of services for children and young people (aged 0-25) with special educational needs and disabilities. For further information about these, please visit:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

IASS

Information, Advice and Support Service aims to promote good working relationships between children, young people, parents, education settings and the LA, whilst seeking to empower them to play an active and informed role in their child's education.

<http://www.iassnorthants.co.uk/Pages/home.aspx>

SEND Support Service (SSS)

The SEND Support Service (SSS) offer support for a range of special educational needs and disabilities (SEND) including autism (ASD). It operates in four Northamptonshire localities, and each locality has a team specialising in support at different ages (Early Years, Primary, and Secondary).

You can access support from the SSS without a formal referral, and there is no need for a formal diagnosis. You can attend their [Courses and Workshops](#). Topics include: food, toileting, sensory difficulties, anxiety, and anger.



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What should I do if I have concerns about my child?

Progress and attainment is reviewed every term for reading, writing, maths and in some year groups grammar and spelling. Children who are not on track to meet end of year expectations may receive additional support through interventions or through specific classroom strategies.

Children on the school's SEND register have specific targets outlined in their Individual Support Plans which are also reviewed termly in partnership with the child, parent/carer, class teacher and Miss Price (SENDCo).

If you have concerns about your child's learning, arrange a time to discuss these with your child's class teacher. If you feel you need further support or discussions around this, please contact the school office or email Miss Price to arrange a time to discuss this further. You can contact Miss Price on senco@stmarys.pdet.org.uk

Complaints

We aim to meet the needs of all pupils with SEND in a supportive and transparent way. We encourage parents to discuss needs with class teachers initially and then with the SENDCo. If you need to address your concerns further, please refer to the School Complaints Policy (found in the policy section of this site).



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What do all of the letters mean?

In the world of SEND, there are lots of different acronyms. From our parent feedback, we know that these can sometimes be confusing, so we have put together this list to help you understand some of the terms in more detail.

SEND – Special Educational Needs and/or Disabilities

SENDCo – Special Educational Needs and/or Disabilities Coordinator

SEND Register – This is the list of children the school holds who have SEND. These have been identified either by the SENDCo or by other relevant professionals.

EHCP – Education, Health and Care Plans. These are plans developed with the education, health and social care sectors of the Local Authority, for children deemed to have significant needs.

ISP - Individual Support Plans. These are support plans developed for children identified on the school's SEND register. These outline their specific targets and the provisions in place to support them.

OPP – One Page Profile. This is the part of the ISP that captures the child's voice. It explores how they view themselves as a learner and their needs, as well as the support they wish to receive.

ELSA – Emotional Literacy Support Assistant. This is somebody who is trained in implementing support for children with Social, Emotional and Mental Health needs. This is delivered by Mrs Campbell.

IASS – Information, Advice and Support Service. This is a free support service who work within the Local Authority, who can support you with any matter regarding your child with SEND.

SSS – SEND Support Service. This is a free support service who work within the Local Authority, who can support you with any matter regarding your child, whether they have a diagnosis or not.



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