**SEN policy and information report**

**St Mary’s RC Primary School, Middleton**

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| **Last reviewed on:** | November 2019 |
| **Next review due by:** |  |

**SEN Information Report – St Mary’s RC Primary School**

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| **In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO**   * Mrs Caroline Curran (oversees SEN in Year 6 and Oasis Room) and Mrs J Feighan (SEN in EYFS, KS1 and KS2) * St Mary’s RC Primary and Nursery School, Langley, Middleton, M24 5GL * 0161 643 7594 * [ccurran@stmarysrcmidd.rochdale.sch.uk](mailto:ccurran@stmarysrcmidd.rochdale.sch.uk) * [jfeighan@stmarysrcmidd.rochdale.sch.uk](mailto:jfeighan@stmarysrcmidd.rochdale.sch.uk) |
| **What are the areas of special educational needs which provision is made for at St Mary’s?**  At St Mary’s RC Primary School we will use our best endeavours to meet the needs of all children and young people in order that they can be included in our school community. Children and young people’s SEN are generally thought of in four broad areas of need and support. We have the following categories that identify the main needs:  •**Communication and interaction**: for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties  •**Cognition and learning**: for example, dyslexia, dyspraxia  •**Social, emotional and mental health difficulties**: for example, attention deficit hyperactivity disorder (ADHD)  •**Sensory and/or medical or physical needs**: for example, visual impairments, hearing impairments, processing difficulties, epilepsy |
| **Where can you get information, in relation to mainstream schools and maintained nursery school, about the school’s policies for the identification and assessment of pupils with SEN?**   * The following SEND information can be found on the school’s website and is also available from school, upon request * The school’s Local Offer (all we provide for children with special educational needs) * The school’s SEND Policy * The school’s SEND Information Report * The school’s Accessibility Plan * The school’s Equality Policy |
| **What are the admission arrangements for pupils with SEND?**  No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see the Admissions Policy for the school which can be found in the policy section of the school website). |
| **How accessible is the school environment?**  St Mary’s RC Primary School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their disability.  We will increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life. This is implemented through teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.  Information about the accessibility of the school environment can be found in the school ‘Accessibility Plan’. You can request a copy of the plan from the school office or it is available to view on the school website. |
| **How does our school evaluate the effectiveness of the provision made for children and young people with SEN?**  The provision for children and young people with SEN in St Mary’s RC Primary School is monitored and evaluated by the SENCO and Senior Leaders. This is through:   * Termly teacher pupil progress meetings – with a focus on how well children with SEN are progressing. * Termly evaluation of Provision Map targets and the progress made by children to ensure support is effective. * Listening to parent/carer views and in termly SEND parent/carer meetings. * Conversations focus on progress made by children and effectiveness of the provision in place. * Lesson observations to ensure teaching meets the needs of SEN children. * Intervention observations to ensure that they are high quality. * Analysis of the impact of interventions on pupil progress to assess if they are effective. * Analysis of pupil work to monitor children’s progress. * Annual parent and pupil SEND questionnaire analysis. * For children with EHCPs annual review meetings to review progress made and impact of provision. |
| **What are our arrangements for assessing and reviewing the progress of pupils with SEN?**   * We identify as early as possible * Our assessments are ongoing and may involve external professionals * We track every child individually * We review progress and achievement termly * We update our Provision Map for individual children termly * The progress of children with SALT (Speech and Language Therapy) is assessed and reviewed regularly throughout the year * A cycle of consultation meeting, set targets, review targets takes place for children with EP (Educational Psychologist) involvement * For children with statements or an EHC (Education, Health and Care) Plan, an annual review takes place once a year * When assessing SEN children, consideration is given to their needs e.g. a reader, a scribe, extra time or rest break may be necessary. Generally whatever support is provided in the classroom is provided as far as is permitted during tests * Pupil Progress meetings take place three times a year with the Headteacher * Initial concerns are discussed with the SENCO, followed by meeting with parents, followed by referrals to outside agencies if appropriate or placement on appropriate intervention programmes |
| **How will staff at St Mary’s RC Primary School support my child?**  Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We offer many different forms of additional provision. This can include in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; and a wide range of outside agencies. Additional provision is overseen by the school’s SENCO and Senior Leaders. It is designed and implemented by an excellent team of teachers, alongside a fantastic group of highly skilled teaching assistants. The additional support/provision provided depends on the needs of the whole child. For many children, the outcomes of support will be connected to learning and will often be specifically to do with curriculum subjects. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (e.g. problems with fine/gross motor control etc.). The class teacher plans for all the pupils in his/her class, provides quality first teaching, differentiates accordingly to suit the pupil’s individual needs and is responsible for the assessment of their progress. Children are taught as a whole class, as groups or 1:1 by both class teachers and the teaching assistants. Teachers use Provision Maps to set targets, plan provision, monitor and evaluate progress for children with additional needs.   * We include children with SEN in all aspects of school life * We value everyone equally * We believe every teacher is a teacher of SEN * We believe all children should realise their full potential * Provision for children with SEN is a matter for the school as a whole * Children with SEN will receive support that is additional to or different from the provision made for other children * We aim to identify children with particular needs on admission, throughout the Foundation Stage and as they move through the school * Assessment of children may include observation of children’s social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests which will enable peer group comparisons to be made * We accept that gifted children often require additional resourcing to extend and fully develop their potential and we endeavour to respond to these particular needs * Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum |
| **How do staff at St Mary’s RC Primary School adapt the curriculum and learning environment?**  We believe that quality first teaching and effective differentiation underpins all SEN provision. All pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (for reinforcement and extension); assessment procedures that emphasise pupils’ strengths and achievements; intervention programmes; access to ICT; differentiated accelerated learning interventions; setting in some year groups; and a broad range of extra-curricular activities.  Members of staff are trained so that we are able to adapt to a range of SEN such as: specific learning difficulties (SpLD) (including dyslexia); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN) and social, emotional and mental health difficulties (ESMH). We believe it is important for children to develop relationships with a number of adults across the school and ensure all staff understand a child’s SEN.  Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. We make reasonable adjustments to our curriculum and learning environments to meet the needs of individual children. Access to the Curriculum is important. Therefore, school uses a wide variety of interventions, we act upon advice from all external agencies and provide resources to facilitate access to the curriculum, these currently include:   * Maths – Numicon, Maths in the Box, TTRS. * Reading/Writing – Read Write Inc 1:1 Tuition, Comprehension Groups, 1:2 Teacher Tuition for Writing, Rapid Write, Clicker, Coloured paper and overlays for children with Irlens Syndrome * Phonics/Spelling – RWInc, Nessy – Reading and Spelling, Spelling Shed, Clicker * Language and Communication – SALT service, Black Sheep, Welcomm, Lego Therapy, Talk About, Sensory Diets, Friendship Terrace and Language for Thinking. * Emotional, Social and Mental Health Education – Talk About, Friendship Terrace, Lego Therapy, Social Stories, Oasis Room, Mindfulness, Forest School and Comic Strip Conversations, opportunities for outdoor experiences. * Fine Motor Skills – OT intervention programmes, Write from the Start and Finger Gym.   It may be that your child needs specialist equipment e.g. sloping boards, pencils grips, posture support cushions and/or different chairs. These can be provided by school or we will seek additional support from external agencies to gain the specialist equipment to help your child make progress.  Our children are consulted about their preferred ways to learn and what best supports them in their learning journey. They make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting creating a firm foundation for individual growth. |
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| **What activities are available for pupils with SEN in addition to those available in accordance with the curriculum?**   * We provide bespoke interventions for individual children such as Rapid Write, Nessy – Reading and Spelling, Lego therapy, social skills and memory skills training * We make reasonable adjustments in all aspects of school life to accommodate the needs of individuals * All children are involved in all aspects of school life * We follow the SEN Code of Practice * For children with a specific learning difficulty, we follow advice , recommendations and targets suggested by external agencies * We employ a SALT one day a week to assess, give advice and work with children in our school * We follow programmes and advice given by the SALT * We follow advice from the Educational Psychologist * On entry into Nursery and Reception, children’s Speech and Language is baseline assessed using the WELCOMM programme. Children are then reassessed at the end of the year. The assessment may lead to individual referrals for some children or whole class intervention for some classes. Speech and Language information is shared with parents and they are advised of how they can help at home |
| **What support will there be for my child’s overall well-being including their social and emotional development?**  Your child’s well-being and emotional health lies alongside their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. As a school we offer a wide range of pastoral support for pupils who encounter emotional difficulties which include:   * Teachers and teaching assistants are readily available to discuss issues and concerns with children and this is encouraged. * Extra adult supervision from teaching assistants and teachers at lunchtime to support children who find social times challenging, (Tai Chi, Forest School, Lego Therapy, Crochet/knitting, library sessions during lunch and break) * If a pupil has a medical need then a detailed Health Care Plan is compiled. * High Fivers – peer support programme with a focus on anti-bullying. * Talkabout Programme and Friendship Terrace (social interaction and emotional literacy programme for small groups of children) * SMSC curriculum embedded in all areas * Support from our Caritas Social worker and Councillors * Play Therapy * Place 2 Be Councillors |
| **What specialist services and expertise are available at or accessed by the school?**  Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behaviour and social needs of our children. However, we also have good working relationships with a range of external support services and welcome opportunities to work cooperatively to gain the best outcomes for our children.  The school currently accesses a range of specialist services including but not exclusive to:  • School Nursing Team  • Speech and Language Therapist (SALT)  • Occupational Therapist (OT)  • Educational Psychologist (EP)  • Rochdale Additional Needs Service (RANS) including specialist teams for Hearing, Visual and Physical Impairments  • Social Care  • Paediatrician – accessed via school nurse and/or GP’s  • SENDIASS (Rochdale SEND Information, Advice and Support Service)  • Healthy Young Minds/CAMHS (Child and Adolescent Mental Health Mental Health Services)  • Family Support Workers  Caritas Support workers  • Children with Disabilities Team (CWDT)  • Rochdale Early Help |
| **What training and development have staff undertaken to support children and young people with SEND?**  All staff value their continued professional development and are willing and keen to undertake further training to support the children and young people with SEND in our school. This year staff have attended or will be attending training sessions on:   * Autism Champions * Sensory Diets * Supporting children with ASC * ASD and sensory processing * ADHD – Anxiety and challenging behaviour * Intensive Interaction * Lego Therapy * Dyslexia * Safeguarding * SEND policies and procedures training * Interventions/support materials for pupils with cognition and learning difficulties * Speech and Language Interventions |
| **How will equipment and facilities to support CYP with SEN be secured?**   * We will endeavour to provide any additional information, equipment and facilities to meet the needs of any individual (under the Reasonable Adjustment duty) * We will seek the advice and recommendations of external professionals with specialist knowledge in these cases * We will explore various funding streams to support in this area, as well as using our own school budget |
| **What are the arrangements for consulting parents of children with SEN, and how do we involve parents in the education of their child?**   * Regular parent’s evenings with specific SENCO meeting opportunities * An end of year annual report to parents * Parents can visit school at any time * Coffee mornings for parents of SEN children * Parents updated on changes to SEN through briefings and questionnaires * Parents invited to observe and participate in intervention activities * Progress and outcomes discussed during consultation meetings with the school’s EP. Parents are given a report and a discussion takes place regarding the outcome of any EP assessments * Progress and outcomes of assessment by other agencies are also discussed during consultation meetings * The progress of children with statements and EHC Plans is discussed at their annual review. At their Year 5 annual review, transition to high school is discussed with parents and the LA * Parents may be invited into school at any time to discuss their child’s progress |
| **What arrangements are in place for consulting young people with SEN about, and involving them in, their education?**   * We have a School Council * We talk to children about their learning needs * We actively engage children in target setting and they contribute to an evaluation of interventions they have been part of |
| **Who can you contact for further information or if I have any issues or concerns?**  The first point of contact for anything related to your child’s education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Or, the SENCO/senior leaders can be contacted directly to discuss your concerns.  For matters not directly related to your child’s progress, parents are invited to contact the school office and request a meeting with one of the following members of staff: SENCO; one of our Assistant Heads; the Deputy Head or Headteacher. They will listen and talk to you at a mutually convenient time. |
| **Who can you contact if you have a complaint about the provision for SEN children?**  If you have a complaint about SEN provision in school please arrange to meet with one of our Assistant Heads, the Deputy Head or Headteacher. They will listen and try to resolve your complaint at a mutually convenient time. Should the matter still not be resolved then  parents/carers should contact the ‘responsible person’ on the governing body. If the complaint remains unresolved then the Chair of Governors will become involved. This procedure is outlined in our school complaints policy, which is on our school website under policies.  Rochdale SENDIASS can provide independent information, advice and support on all matters related to SEND. They can also support you with a complaint. They can be contacted at:  Telephone 01706 515 741  Email sendiass.rochdale@family-action.org.uk  Website http://www.family-action.org.uk |
| **How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children?**   * We have excellent links with outside agencies * We consult regularly with other professionals for advice and guidance * We meet regularly with external professionals and follow-up on advice obtained at such meetings * We support parents in navigating and liaising with services (attending appointments, understanding reports, procedures etc) |
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| **What are the contact details of support services for the parents of pupils with SEN?**   * The Rochdale Local Offer (for all things SEN) can be found on the internet: [www.rochdale.gov.uk/schools\_and\_children/special\_educational\_needs/send\_-\_the\_local\_offer](http://www.rochdale.gov.uk/schools_and_children/special_educational_needs/send_-_the_local_offer) * Rochdale Additional Needs (RANS): [rans@rochdale.gov.uk](mailto:rans@rochdale.gov.uk) * Educational Psychologist: [educational.psychologyservice@rochdale.gov.uk](mailto:educational.psychologyservice@rochdale.gov.uk) * Parent Partnership: [parent.partnership@family-action.org.uk](mailto:parent.partnership@family-action.org.uk) * CAMHS: 01706 676000 * Speech and Language: 01706 837197 0676 000 |
| **Who can you contact for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living?**   * We work with our partner high schools directly to ensure effective transition from primary to high school * We have the support from RANS for transition for our ASC children * In the case of a child moving school to another primary school we will liaise directly with that school * Where a child has a statement or EHC Plan the transition needs will be explored at the annual statutory review meeting * We are fortunate to have a school based social worker called Sharron Pedley who works two days a week in school and who can, at request, work with children around preparing them for moving to high school. Sharron can be contacted through school. |
| **Where is information on where the local authority’s local offer is published?**   * Rochdale’s Local Offer, which details all SEN support, facilities and advice in the area, can be found at [www.rochdale.gov.uk/schools\_and\_children/special\_educational\_needs/send\_-\_the\_local\_offer](http://www.rochdale.gov.uk/schools_and_children/special_educational_needs/send_-_the_local_offer) * The school’s local offer can be found on the school website or available from school upon request |