

SEN policy and information report

St Mary's RC Primary School, Middleton

Last reviewed on: 31st October 2020

Amended On: 24th February 2021



SEN Information Report – St Mary’s RC Primary School

Our SEN policy and information report aims to:

- Set out how St Mary’s RC Primary School will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

What we want for our children (Our Aims):

At St Mary’s we believe that:

- Every teacher is a teacher of SEN;
- High quality teaching, differentiated and personalised will meet the needs of the majority of children and is the first step in responding to pupils who may have SEN;
- SEN provision is under-pinned by quality first teaching and is compromised by anything less;
- Every child should be included;
- All children should achieve their best;
- All children should be confident individuals and live fulfilling lives;
- All children should make a successful transition into adulthood;
- Children should not be treated less favourably for a reason which relates to their disability;
- Children should make effective progress and realise their full potential.

To do this we will (Our Objectives):

- Use our best endeavours to ensure that children with SEN get the high quality support they need;
- Ensure that children with SEN engage in the activities of the school alongside children who do not have SEN. We value all children in our school equally;
- Ensure that children with SEN receive a broad and balanced curriculum;
- Engage with our parents and carers fully from the start;
- Seek the views of our children and take them into account;
- Ensure staff are consulted with and have their CPD needs met;
- Identify children’s needs as early as possible;
- Ensure effective liaison and partnership working with outside agencies;
- Ensure that we provide support and intervention by following a graduated response model;
- Provide SEN support in the form of a four-part cycle of Plan, Do, Assess and Review;
- Map the provision for all who need it.

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).

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Roles and responsibilities

The name and contact details of the school SENCO's are:

- Mrs J Feighan and Mrs C Curran
- St Mary's RC Primary and Nursery School, Langley, Middleton, M24 5GL
- 0161 643 7594
- jfeighan@stmarysrcmidd.rochdale.sch.uk and ccurran@stmarysrcmidd.rochdale.sch.uk

They will:

Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head teacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

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

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Support for SEN is triggered through concern that despite providing opportunities or using alternative approaches to learning the children's progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- may show persistent social, emotional or behavioural difficulties which hinders progress;
- May have sensory or physical problems which hinders progress;
- Experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

What are the arrangements for consulting parents of children with SEN, and how do we involve parents in the education of their child?

We will have an early discussion with parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

This will be given to the parents in writing by formally notifying parents when it is decided that a pupil will receive SEN support.

We also hold:

- Regular parent's evenings with specific SENCO meeting opportunities
- An end of year annual report to parents
- Parents can arrange appointments with the school SENCO
- 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 are our arrangements for assessing and reviewing the progress of pupils with SEN?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

- 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 with the Head teacher

Initial concerns are discussed with the SENCO, followed by meetings/telephone consultations with parents, followed by referrals to outside agencies if appropriate or placement on appropriate intervention programmes.

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, Maths Whizz.
- 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 Irlen Syndrome
- Phonics/Spelling – RWInc, IDL – 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.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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.

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.

How will staff at St Mary's RC Primary School support your 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

What training and development have staff undertaken to support children and young people with SEND?

Our SENCOs have at **least** five years' experience within this role and they are both experienced class teachers. They are allocated two days a week to manage SEN provision.

We have a team of teaching assistants, who are trained to deliver SEN provision.

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.

- Sensory Processing Needs
- Supporting children with Autism via RANS (Rochdale Additional Needs)
- 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
- Educational Psychology support

Our training courses are provided by the Real Trust, RANS, EP service and The National College.

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 SEN 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.

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.

What activities are available for pupils with SEN in addition to those available in accordance with the curriculum?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips, for example PGL for Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- We provide bespoke interventions for individual children such as Rapid Write, IDL – Reading and Spelling, Maths Whizz, 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 your child's overall well-being including their social and emotional development?

Pupils with SEN are encouraged to be part of the school council

Pupils with SEN are also encouraged to be part of after school clubs/sports clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

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, library sessions during lunch and break)
- If a pupil has a medical need then a detailed Health Care Plan is compiled.
- Pupil wellbeing questionnaires
- 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) delivered by our Speech and Language Therapist.
- SMSC curriculum embedded in all areas
- Support from our Caritas Social Councillors
- Purpose built Sensory room
- Mindfulness sessions delivered by a specially trained Mindfulness Teacher
- Specific member of staff trained on a Post-Covid Mental Health and Wellbeing first aid
- Three members of staff are trained and beginning to deliver Yoga through the company 'Yoginis'

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 Services)
 - Family Support Workers
- Caritas Support workers
- Children with Disabilities Team (CWDT)
 - Rochdale Early Help

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 Head teacher. 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?

In the first instance, concerns should be raised with the class teacher. In the event that the matter is not resolved, the SENCO should be consulted. In the unlikely event that an issue persists, the Headteacher should be sought. If the issue remains unresolved, the next step would be to make a formal complaint. Please refer to our School Complaints Policy, which is available on our website. 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>

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 Accessibility Plan
- The school's Equality Policy

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 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

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
- [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
- CAMHS: 01706 676000
- Children's Acute and Ongoing Needs, Callaghan House : 01706 676777