



St Marie's Catholic Primary School

Special Educational Needs and Disabilities (S.E.N.D) Information Report

As part of recent Special Educational Needs & Disabilities (SEND) reforms, Local Authorities must publish their Local Offer and Schools must publish their School Offer – SEND Information, as stated in the new SEND Code of Practice. The Knowsley Local SEND Offer can be found on the Knowsley Council.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Special Educational Needs and Disability Coordinator: Mrs J Smith
Learning Mentor: Mr S Watson

Roles and Responsibilities of the Special Educational Needs & Disability Co-ordinator- SENCO

- Our SENCO is responsible for the operation of Special EDUCATIONAL Needs Policy and Co-ordination of specific provision made to support individual children with SEN.
- Mrs Smith liaises with staff to monitor the pupils' progress and plan further interventions where progress is slower than expected.
- Mrs Smith has regular contact with a wide range of external agencies that are able to give more specialist advice.
- If you have any concerns regarding SEN matters do not hesitate to contact her at school on 0151 477 8480

This document outlines our School Offer and the SEN Information required as stated in the SEND Code of Practice. This report also complies with:

- Section 69 (2) of the Children and Families Act 2014
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The Knowsley Local SEND Offer can be found at www.knowsleyinfo.co.uk

Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASC /ASD	Autistic Spectrum Condition/Autistic Spectrum Disorder
CAMHS	Child& Adolescent Mental Health Service
COP	Code of Practice
EAL	English as an additional language
EHA	Early Help Assessment
EHCP	Educational Health Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
ISR	In School Review
LA	Local Authority
LAC	Looked After Children
LM	Learning Mentor
OT	Occupational Therapist
PMLD	Profound and Multiple Learning Difficulty
PPP	Personal Provisional Plan
PSP	Pastoral Support Programme
QFT	Quality First Teaching
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SEMH	Social and Emotional Mental Health
SIS	Sensory Impaired Service (Vision, Hearing)
SLCN	Speech Language& Communication Needs
SENCO	Special Educational Needs & Disability Coordinator
SEND	Special Educational Needs & Disability
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment
Wave 1	Universal – Quality First Teaching
Wave 2	Targeted Support – small group/ individual intervention
Wave 3	SEND Support (outside agencies involved)

Admission Arrangements for pupils with SEN or Disabilities.

Admission arrangements for pupils with SEN into the mainstream are exactly the same as every other pupils.

Applications are made with full consultation of all professionals involved with the family and the child to ensure that all reasonable adjustments have been made to meet the full needs of the child.

Children with Educational Health Care Plans are fully supported in mainstream as directed by the provision set the LA.

Categories of need

At St Marie's we make provision for pupils who fall into the 4 areas of SEND as set out in the Code of Practice 2014.

Communication and Interaction :

Expressive and receptive language difficulties, stammer, social communication and social interaction needs.

Cognitive and Learning:

Moderate/Severe learning difficulties, specific learning difficulties(SpLD) short/ long term memory difficulties

Social Emotional and Mental Health(SEMH) :

ADD , ADHD ,behavioural difficulties, anxiety and depression

Sensory and Physical Needs:

Visual impairment, hearing impairment, dyspraxia, sensory processing difficulties

If your child is experiencing difficulties in any of the areas about St Marie's will support both you and your child through:

- The SEND Code of Practice 920140 6.44 states that SEN support takes the form of a four part cycle (assess, plan, do, review) through which earlier decision and actions are revisited , refined and revised with a growing understanding of the pupil needs and of what support the pupil in making good progress and securing good outcomes. This is known as the graduated response

Assess

- The class teacher will liaise with the SENCO to carry out a clear analysis of the pupils needs based on teacher assessment, observations, prior progress and experience of the pupil an pupil views.
- Assessment will be reviewed regularly, termly through pupil progress meetings and meetings with parents. In the Early Years assessment will be reviewed every six weeks.
- Outside professionals from health, social services who are already involve with the child will be requested to liaise with the school to help inform the assessment process.
- Parents will be informed and consulted throughout the assessment.

Plan

- After assessment, if it is decided that a child require SEND support, parents will be formally notified and invited into school for a meeting. The class teacher and SENCO will agree with parent and pupils (where appropriate -the intentions, adjustments and support that will be put in place.
- All staff who work with the child will be made aware of the child's needs. Their targets, strategies and interventions through meetings and one page profiles, a review date will also be set to review progress. This information will be recorded on the these school information systems(CPOMS)
- Parents will be informed of how they can support their child with their targets at home.

Do.

- The class teacher will work closely with the child and support staff to plan and assess the input of support and interventions put in place and how they can be linked to classroom teaching.

Review

- The impact and quality of support and interventions should be evaluated along with the views of the child (whenever possible) and their parents. Through termly pupil progress meetings, meetings with parents and SEND reviews, the class teacher and/or SENCO will review the support in light of the progress and development, deciding on any changes to the support and outcomes.
- Parents will receive clear information about the impact of support and interventions provided during termly meetings.
- If a pupil has an EHCP their progress will be reviewed annually with all relevant agencies from health and social care invited to attend alongside parents and their child. Both parental and child views are recorded using the proforma provided by the LA. The School's allocated SEND caseworker may attend the Annual review od EHCplan

What do I do if I think my child has Special Educational Needs?

- The class teacher is the first point of contact for responding to parental concerns. The class teacher will monitor your child in class and put strategies in place to support them. This is part of the assess, plan, do review process. The class teacher may raise your concerns with the school SENCO if they deem this necessary – Mrs Smith
- If you wish to discuss your concerns in further detail , you can make an appointment to see the class teacher initially and later Mrs Smith.

How will St Marie's school know if my child need extra help?

- Parent/ Teacher / Pupil raises their concerns
- Limited progress is being made
- Attainment is well below age related expectation
- Changes in well- being, behaviour or progress
- A child is experiencing social, emotional or mental health difficulties
- Information from previous schools, nurseries
- Information from other professionals and other services
- ADHD/ASC Pathways
- Community Paediatrician identifies a need
- Speech and Language difficulties are identified through assessment
- Educational Psychologist assessment

What will St Marie's do if a Child has been identified as having Special Educational Needs

- A meeting will be arranged with parents to discuss the concerns and the support that will be put in place.
- The child's special educational need will be recorded on the school's internal recording system. This is called the Register of Special Educational needs.

- Appropriate support will be provided by the class teacher within the available resources through the ASSESS, PLAN DO, REVIEW process.

What should I do if I think my child has Special Educational Needs?

- Inform the class teacher
- Arrange a meeting with the SENCO – Mrs J Smith

How will teaching at St MARIE'S School be matched to my child's needs?

- All children will have access to Quality First Teaching
- Work is carefully differentiated to match all children needs. Support from the teacher / Teaching Assistant will be provided as part of the whole class, on a small group basis , or 1:1 - if necessary depending on adult resources and the child's needs.
- If appropriate, targeted intervention will take place. Sometimes this takes place outside the classroom, in a quieter environment.
- Your child will have a Personal Provision Plan(PPP) OF (Play Plan in Early Years)
- Specific targets will be set according to identified needs and these will be shared with both you and your child.
- Progress toward theses targets will be monitored closely and reviewed regularly. These reviews will involve discussion with parents.
- Resources will be provided/ adapted to match your child's needs.
- If assessment from a Specials' SEND Teacher is deemed necessary, this will be arranged by the SENCO.
- If your child is experiencing SEMH difficult they may be included in the Nurture Group or the ELSA programme (run by L3 TA under the supervision of the SENCO)
- A daily sensory circuit is accessible which can be accessed if appropriate.
- School Learning Mentor will become involved if the parent and pupils need further support in accessing outside agencies eg: School Nurse, Social Care, Inclusion support.

How will I know how my child is doing?

- There will be Parent's meeting twice a year – Usually in November and April and where you can see your child's work and discuss their progress. These may also be virtual meetings
- A school report will be sent out at the end of the school year.
- SEND Review meetings will take place termly. A new PPP will be part of that meeting.
- A child who has an EHCP will have an Annual Review in which all professionals relating to the child – including a representative from the LA SEND team will be invited. The LA SEND case worker does not attend all EHCP reviews but will attend for Year 6 pupils. For Year 6 pupils this will take place in the Autumn term to support Transition to Secondary school.
- Informal discussions and additional appointments may be made with the SENCO/ Learning Mentor and Class teacher when appropriate.

What support will there be for me as a parent to support my child?

- The class teacher will provide strategies to support your child at home and these will be detailed in the PPP.
- Parents can arrange further meetings with the SENCO for further support. The SENCO will provide guidance and will liaise and signpost parents/ carers to the appropriate services.
- The Specialist SEND teacher may also offer strategies to use and support for home and these will be shared by your child's class teacher,
- External agencies, will offer strategies to be used at school and home.

What support will there be for my child.

- At all times your child will be supported by the class teacher and teaching assistants, Learning Mentor and SENCO- who are all available to discuss any concerns with your child.
- PPP will be discussed and given to pupils and their views will be given full consideration.
- Class work will be differentiated and supported to cater for your child's needs.
- Your child may receive additional support from a Knowsley Specialist SEND Teacher, dependent upon time allocation.

- If pupil needs external additional support from an external agency, parents are involved in the referral process.
- The assessment procedure for external additional support will provide a programme of support implemented by the school or the outside agency.
- Children with medical needs are added to the medical register and this is circulated to staff.
- Children with medical needs may have a care plan that is compiled and shared with all appropriate staff (see Medical Policy)
- Children with Social, Emotional and Mental Health needs are supported by the class teacher and TA, the Learning Mentor, through the Nurture Group or the ELSA programme. Outside agencies can also be contacted to support these children.
- The Learning Mentor is involved in the initiating of an Early Help Assessment .
- Breakfast and After school club is available for all pupils.

The school has a robust tracking system which is closely monitored. Termly progress meeting allow teachers and HT/DHT to discuss pupil individual progress including those with SEND.

PIVATS tacking systems will be used to track SEND children and inform staff of next steps.

SENCO reports to Governors annually on progress and attainment of SEND pupils.

SEND link Governor is Ms L Jackson

What specialist service and expertise are available at St Marie's School to support my child?

- Specialist SEND Teacher
- Behaviour Inclusion Team - LA
- Outreach Behavioural Specialists- Finchwood/ Meadow Park
- Speech and Language Therapy
- Educational Psychologist
- CAHMS- Child and Adolescent Mental Health Service
- Family First
- Occupational Therapy
- Social Care
- School Nurse
- Inclusion Support Worker
- School Attendance Service
- Sensory Impaired Service
- Changing Lives
- Early Help Assessment Team
- Listening Ear
- Alder Hey – Paediatrician
- Incontinence Nurse
- School can access the help of the EAL Service (although it must be remembered that Children new to English do not necessarily have special educational needs)
- Mental Health Team

SEND Training is priorities and planned for. Staff at St Marie's school receive or have received training in the following areas:

- Inclusive Teaching
- Dyslexia Friendly Teaching
- Visual Supports for ASD
- De- Fibulator
- First Aid

- Quality First Teaching
- Epi –pen
- Emotional Well Being
- Safeguarding: CP/Prevent.
- Bereavement
- Asthma
- Sensory Needs
- Team Teaching
- Play Therapy
- Behaviour Management
- Teaching of Reading- miscue analysis.
- Autisc Spectrum Condition
- Precision Teaching

How accessible is St Maire’s School and how will my child be included?

All children with SEN, whether at SEN support level or with an EHCP will have access to the curriculum. At St Marie’s we offer all pupils a broad and balanced curriculum by using strategies and approaches which differentiate between pupils of different abilities. As a Catholic inclusive school we do everything to ensure that all pupil of all ability and needs are fully included in the life and ethos of the school.

Where appropriate, we endeavour to provide different ways for all learners to access the same learning experience. However, there may be occasions when a pupil will need to be withdrawn for individual or small group interventions. These could include specific programmes to address learning needs or nurture sessions either in a small group and 1 to 1 where staff would be supporting children with social emotional and mental health needs. Some children with higher level needs may access more individual programmes and support.

Deployment of additional staffing and resources funded from our devolved additional needs budget through the Local offer, ensures that all curriculum experiences are available to all pupils in the school. Where a voluntary financial contribution from parents is required for the activities to run school, where possible, will ensure all children are included. This is in compliance with the EQUALITY Act 2010.

All lessons seek to address the learning needs of all pupils. Teachers receive regular professional development training and support to ensure they are skilled in differentiating the curriculum for all vulnerable learners.

Observations of teaching and learning, scrutiny of books, progress data and talking to pupils enable the HT/SLT to ensure that the learning offer is inclusive and takes into consideration the differing needs of pupils through differentiation.

Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self- help strategies to ensure their full access to the curriculum. Working Walls, and visual displays aswell as a range of practical resources and manipulatives are available in every classroom contribute to the children developing self -help and independent strategies.

As a school we will discuss individual access requirements.

School Facilities:

- Double doors in all corridors, entrances in school .
- Sensory Room/ Well being room- with specialist resources
- Ramp Access
- Disabled Toilet
- Health and Safety Requirements in place
- Governors regularly review access arrangements in school.
- Accessibility plan available on school website

How will my child be prepared for joining St Marie’s School?

- Nursery or Reception staff make home visits in the term before starting school to create links and discuss each child’s individual needs – Local Nursery visits included,

- St Marie's Nursery and Reception teachers liaise with outside agencies and Private Nurseries, were relevant and inform SENCO of any concerns or special educational needs. In the summer term there is an Induction meeting for all Reception Parents. School provides a Pre starter pack for all Reception/ Nursery Parents.
- Children who join school from KS1 onwards, information is gathered from the previous school. Learning Mentor will contact the school for any other issues.
- Transition for all pupils takes place in Summer 2 over a 3 week period, when all pupils are given the opportunity to meet all the year group teachers.
- Teachers discuss transition of pupils between classes and share information. HT/ DLT/SEND/LM discuss specific pupils when moving year groups.
- All PPP's and additional SEND information are passed to the new teacher.

Transition to Secondary School

- Transition begins in Y4 with All Saints High School
- Pupils have taster days and opportunities for Saturday classes.
- Outreach lessons for Science D&T, amongst other subjects, take place annually for Y4 and Y5
- Y6 have taster days from April – July to support Transition
- Meetings with SEND parents and SENCO from All Saints are available in Summer 2
- SEN information. Assessment and pastoral information is passed up to the High Schools.
- Children with SEND who find transition difficult are supported by the SENCO or Learning Mentor who arrange additional visits to the High School.
- The secondary schools often have an additional programme of transition visits for vulnerable children.

Parental Involvement in St Marie's

- Parent Review Meetings x 2 per year
- Curriculum Workshops eg Phonics, Maths, Reading, GPS.
- Annual Reviews
- Assemblies
- Coffee Mornings
- Christmas fundraising activities
- SATs meetings
- School Mass
- Sports Day
- Parent App

Contacts/ Further Information

SENCO; Mrs J Smith

Headteacher; Miss S O'Keeffe

Deputy Headteacher ; Mrs J Harris

Early Year Coordinator; Ms E Scott

School Website: www.stmaries.cps.org.uk

School Email: stmaries@knowsley.gov.uk

School Telephone: 0151 477 8480

The Local Offer can be found on the Knowsley Council Website

<https://www.knowsleyinfo.co.uk/>

Reviewed: January 2022

Next Review date: January 2023

Governor _____