



St Mary's Catholic Primary School

SEND Information Report

St Mary's strives to develop the unique talents of each individual to the full, in order to give glory to God. As a mainstream primary school, we recognise that many pupils will have a special need at some time during their school life. Our aim is to ensure that all children are supported in order that they may reach their full potential.

As part of the government's reforms around special educational needs (SEN) and with the introduction of the new Code of Practice in September 2014 (updated January 2015), local authorities are required to publish a local offer showing the support available to disabled children and young people, and those with SEN and their families and carers.

The link below will take you to a booklet produced jointly by Gateshead Council and the Health service in partnership with parents and carers. It outlines the service available within the local authority. It will be reviewed every 12 months so that it continues to reflect the views and needs of families living in Gateshead.

<https://www.gateshead.gov.uk/DocumentLibrary/Education/transend/5-16-Brochure.pdf>

As a Rights Respecting School, we also support the articles outlined in the UN Convention on the Rights of the Child, namely: that all adults who work with children should do what is best for each child (Article 3); that children should have a say about what they think should happen to them, and should be listened to (Article 12); that all children should have the opportunity to reach their full potential (Article 29); that children have the right to special care and support if they have a disability to live a full and independent life (Article 23).

How do we define a Special Educational Need or Disability

The Code of Practice (2105) states that a child or young person has a Special Educational Need or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

What are the categories of SEND

As defined in the Code of Practice, the broad areas of need are:

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

SEND at St Mary's

St Mary's provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

As stated in the SEND Code of Practice Jan 2015, schools should have a clear approach to identifying and responding to SEN. School assesses each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

How do we identify SEND?

Pupils at St Mary's are identified as having SEND in a number of ways, including the following:

- Child performing below age-related expectations
- Concerns raised by parents/carers
- Concerns raised by teachers
- Liaison with external agencies (eg. health professionals)

The school recognises the importance of early identification, assessment and provision for pupils with Special Educational Needs. To help in the early identification of these needs, we use a variety of assessment and screening tools which, along with assessment against National Curriculum objectives, enable the school to consider children's achievement and assess their progress.

The first response to such progress is quality first teaching targeted at areas of weakness and using appropriate strategies to remove barriers to learning. Where progress continues to be less than expected the class teacher, working with the SENDCo will assess whether the child has additional needs.

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it will not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

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.

Provision for SEND at St Mary's

All mainstream schools are supported to be inclusive, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met, wherever possible, in a mainstream setting. At St Mary's, we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress.

At St Mary's we offer:

1. **Excellent classroom teaching targeted on the needs of the pupils.**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, understands and can do.
- Access to different teaching strategies and styles so that your child is fully involved in classroom learning.
- Targeted planning (individualised where necessary) to support and consolidate learning, and ensure continuous progress.
- Access to targeted support from a Teaching Assistant where necessary.
- Specific strategies (which may be suggested by the SENDCo) in place to support your child's learning.

2. Catch Up

For your child this would mean:

- The Class Teacher and SENDCo will work together to identify areas of weakness and plan to target them appropriately in class with a time limited catch up plan, which will be reviewed regularly.
- Access, where necessary, to 1:1 or small group intervention, focusing on specific skill or knowledge development to help to close the gap. This may be operated by a Teacher or Teaching Assistant, depending on the needs of your child.

3. Intervention

For your child this would mean:

- The Class Teacher, Pupil and SENDCo will work together to design a One Page Profile to show the pupil's needs and how best to support them in class.
- An intervention based on the areas of weakness identified will be designed and used to target them rigorously.
- Targeted support, delivered by a Teacher or Teaching Assistant operating inside or outside of the classroom, on a 1:1 basis or in small groups. Pupils will have regular

4. Special Educational Needs Intervention

- The Class Teacher, Pupil and SENDCo will work together to design a One Page Profile to show the pupil's needs and how best to support them in class.
- The Class Teacher, Pupil and SENDCo will design an Individual Learning Plan, which will be shared with parents and reviewed regularly.
- Targeted support, delivered by a Teacher or Teaching Assistant operating inside or outside of the classroom, on a 1:1 basis or in small groups. Pupils will have regular

Alongside this targeted intervention, there may be pupils who require extra support from external agencies in order to help them fulfil their potential. Referrals to these agencies may be made by parents/carers or school (with parents'/carers' prior consent).

For your child this would mean:

Access to agencies such as:

- Educational Psychology
- SENIT (Special Educational Needs Intervention Team) – including LINT (Low Incidence Needs Team)
- and HINT (High Incidence Needs Team)
- Behaviour Support
- Occupational Therapy
- Early Years Liaison

- Speech Therapy

Education, Health and Care Plan (EHCP)

For some children, whose learning needs are severe, complex and lifelong, an Education, Health and Care Plan assessment may be required. This means that your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for pupils with specific barriers to learning that can't be overcome through excellent first teaching and intervention groups. Your child, in this case, will also require specialist support from a professional, or professionals, outside of the school.

For your child this would mean:

The school (or you) can request that the Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the additional support required and provided to meet those needs.

Once this request has been made, the process outlined in Gateshead's Local Offer (Single Plan Process: Guidance for Parents) will take place. School will support the child and family throughout this process.

How can I let school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child isn't making progress, you may speak to the Headteacher, Mr Wheatley, or the Special Education Needs/Disabilities Coordinator (SENDCo), Mrs Sanderson.

How will the school let me know if they have concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to pupils and how do they progress in their learning?

The Headteacher along with the SENDCo decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of the needs in the school.

The Headteacher and the SENDCo discuss all the information they have about SEND in the school including:

- pupils already receiving extra support
- pupils requiring extra support
- pupils who have been identified as not making as much progress as would be expected and decide what resources/training and support is required
- the child's view will be sought informally for review meetings: this may not always be possible with very young pupils/ pupils with delayed development

The school will identify the needs of all pupils on a school provision map which for SEND pupils identifies all resources/training and support. This will be reviewed regularly and changes made as needed.

How are the teachers in school helped to work with pupils and what training do they have?

The SENDCo's role is to support the class teacher as far as possible with planning for children with SEND.

The school regularly provides training and support to enable all staff to improve teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

Individual teachers and support staff attend training courses run by the outside agencies that are relevant to the needs of specific pupils in their class.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if required to meet your child's learning needs.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- On entry, your child will be assessed against the EYFS baseline, which is reported nationally. Pupils in Reception Class are assessed over the year against Age-Related Expectations within the EYFS Profile.
- From Years 1 to 6, your child's progress is reviewed formally every term in Reading, Writing and Maths, and assessed against National Curriculum objectives.
- At the end of each Key stage (ie. at the end of Year 2 and Year 6) all pupils are required to be formally assessed under the national framework. This is something the government requires all schools to do, and results are published nationally.
- In Year 4, pupils will sit the national Multiplication Tables Check.
- Pupils may have personal targets or a personal Learning Plan which is revised regularly with future action plans/targets being set on an Assess, Plan, Do and Review cycle.
- Teachers meet with the SENDCo on at least a termly basis as part of SEND pupil progress meetings.
- The progress of pupils with an EHC Plan is formally reviewed at an Annual Review Meeting, with all adults involved with the child's education.
- The SENDCo will also monitor the impact of any intervention your child may be receiving.

Identifying SEND in Early Years

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life. Progress against age-related expectations within the Foundation Stage Profile is continually monitored and reviewed. Where there are causes for concern, as identified by a member of school staff, or an external agency, we will meet with parents to discuss necessary provision, including assessment and ongoing support.

What support do we have for you as a parent of a child with a SEND?

The class teacher, SENDCo and/or Headteacher are regularly available, by appointment, to discuss your child's progress and/or concerns that you may have.

All information from outside professionals will be discussed with you directly.

Personal targets and Learning Plans will be shared at regular intervals, and reviewed when necessary.

Where necessary, homework will be targeted to meet your child's individual needs.

How is our school accessible to pupils with SEND?

- The Early Years classroom and outdoor learning area can be accessed by a ramp.
- Access to KS1 and 2 classrooms is via stairs only.
- A disabled toilet is available.
- We ensure, wherever possible, that equipment used is accessible to all pupils regardless of their needs.
- Extra-curricular activities are accessible for pupils with SEND.

What Emotional and Social Development support do we have for a child with SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. The emotional health and well-being of all of our pupils is very important to us.

- We have a robust Child Protection Policy in place; we follow National and LA Guidelines.
- We have a robust Behaviour and Discipline Policy in place.
- All staff throughout the school continually monitor the Emotional health and well-being of all of our pupils.
- We have a member of staff who offers emotional support/counselling available to work with pupils on an individual needs basis.

Consulting and Involving Pupils and Parents

We will have an early discussion with the pupil and their 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.

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after each half term.
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils registered as SEN or with Educational Health and Care Plans

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo (Mrs Sanderson) in the first instance. They will then be referred to the school's complaints policy.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Educational Health and Care Plan.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at:

www.gateshead.gov.uk/localoffer.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Key Personnel for SEND?

Class teachers

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.

The SENDCo:

- Responsible for developing and reviewing the school's SEND Policy.
- Responsible for coordinating all of the support for pupils with special educational needs or disabilities (SEND).
- Responsible for ensuring that parents are involved in supporting their child's learning, kept informed about the support your child is receiving and involved in reviewing how they are progressing.

- Responsible for liaising with all other people who may be coming into school to help support your child's learning.
- Responsible for updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in school are known) and making sure that records of your child's progress and needs are kept.
- Responsible for providing specialist support for teachers and support staff in school so that they can help pupils with SEND in the school to achieve the best progress possible.

The Head teacher:

- Responsible for the day to day management of all aspects of the school, this includes the support for pupils with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor:

- Responsible for making sure that the necessary support is given for any pupil who attends our school who has a SEND.



St Mary's RC Primary School

Accessibility Plan

Introduction

School's duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented, reviewed and revised as necessary. Attached is an action plan (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing

up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

St Mary's RC Primary School aims:

At St Mary's RC Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school Mission Statement, which states:

St Mary's aims to develop the talents of each pupil as a unique individual whose full potential can be developed in a community which has Christ at its centre

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

St Mary's RC Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

This plan considers the following three areas as identified in the introduction:

- Access to learning – Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organization
- Physical Access – Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Access to Information – Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

	Priority	Lead	Strategy / Action	Resources	Time	Succe
Access to Learning	Training for teachers on differentiating the curriculum and effective communication with parents	SENCo DH / HT	Staff training and meetings with parents of SEN pupils arranged	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
	Training for staff on increasing access to the curriculum for disabled pupils	SENCo DH	Staff training on Team Teach, Autism through the FAP etc.	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met
	Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo DH/HT	Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Use of Visual Timetables/Timers etc. Appropriate individualised strategies for pupils. Staff trained as appropriate.	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum Needs of all learners met.
Physical Access	Access into school and reception to be fully compliant	SBM / HT	At present, wheelchair access to school is only available via front entrance, or by ramp via rear KS1 entrance. Plans in place for development of wheelchair lifts for KS1 and 2 stairs – though significant rebuild.	<i>Build plan available on inspection</i>	Complete and ongoing	For learners: School would be fully accessible for wheelchair users. At present, we would need to reconfigure classrooms to accommodate wheelchair users. For other visitors/ parents etc: School is accessible via the main entrance (access to school hall, main offices etc) ensuring all parents/carers etc have access to school events, meetings etc.
	Provision of wheelchair accessible toilet with changing facilities	SBM / HT	Maintain a wheelchair accessible toilet which can be accessed by all.	Build into maintenance budget	In place and ongoing	Disabled access to toilet next to school entrance – for all visitors.
	Provision of appropriate parking facilities for disabled drivers	SBM / HT	Maintain provision of Disabled Parking Bay at front of school	Build into maintenance budget	In place and ongoing	Disabled parking bay by entrance of school.
	Maintain Safe Access around exterior of school	SBM/ HT	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in ground's maintenance contract	ongoing	Disabled people to move unhindered along exterior pathways
Information	Availability of written material in alternative formats	DH / HT	Staff aware of services available through LA. Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.