



ST MARY'S CATHOLIC PRIMARY SCHOOL SPECIAL EDUCATION NEEDS SCHOOL OFFER

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Mission Statement

Our mission statement says:

Christ is at the centre of St. Mary's as we strive to nurture and care for **all** our community members by encouraging them to **Believe, Succeed and Soar within God's love**, to **achieve the very best** that they can, in **all areas**.

Our Vision

We are disciples who put our **faith into action** in all that we do.

We are **role models who encourage others to shine and be the best version of themselves** that they can be.

We are investigators who ask questions about the past, the present and the future.

We are artists who show our **creativity and talents with flair and imagination**.

We are storytellers who have a passion for reading and are able to communicate in many ways.

We are **problem solvers** who **tackle tasks** with an **open mind** and a **positive approach**.

We are **team players** who **work together to achieve our goals**.

We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

We **Believe**. We **Succeed**. We **Soar**.

What should I do if I think my child/young person may have special educational needs?

At St Mary's school, we encourage parents to speak to teachers and staff about any worries or concerns they have as early as possible. If you have a concern about your child, talk to his/her teacher first. They will be able to provide you with clear information about your child and the progress he or she is making. If your child's teacher has any concerns at any time, they will always endeavour to make you aware.

How do you know if my child/young person needs extra help?

Your child's teacher has a good understanding of how your child is getting on and where they may need help from the moment they join our school.

- Children starting school in Reception: teachers speak to/visit any preschool provider to find out about your child, prior to them starting school. They also do an 'on entry' assessment to see how they are developing in all aspects. Pupils and parents are invited to an afternoon in the summer term before they start school. The Reception teacher will also arrange to visit each child and their parent/s in their own home, before starting school. These are other good opportunities for teachers to get to know your child and parents to raise any issues or concerns they have.
- Children joining St Mary's from another school: teachers contact the previous school to request any up to date records and information to be sent to school. We will also do a brief assessment of reading, writing and numeracy.
- Children with English as an additional language (EAL): where appropriate, additional support is put in place to ensure they can access school life. If, after an initial settling in period, there are concerns regarding their progress, assessments will be undertaken and regular intervention planned.

As children move through the school, teachers monitor progress regularly and provide additional or different support as necessary. Teachers and staff may ask for assessments to be undertaken by the school or another agency. Staff will keep parents, and the SENDCO informed of any changes in need.

Does my child have a disability?

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A *physical or mental impairment* includes:

Learning difficulties

Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema

Specific learning difficulties, including dyslexia

Autism

Speech, language and communication impairments

If the impairment has a *substantial and long-term effect* on a person's ability to carry out normal day-to-day activities it may amount to a disability.

A young person has *special educational needs* if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has a *learning difficulty or disability* if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age, **or**

(b) 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 a mainstream school.

If you have any questions about your child's needs, please speak to your child's class teacher or Mrs Chapman, SENDCO.

How will we know how well my child/young person is doing?

If you, or your child, have particular worries or concerns, it is important that you are able to ask questions and feel happy approaching *any* member of staff if you need to. Depending on your query, you can:

- Catch the teacher at the end of the day;
 - Write a quick note to the class teacher;
 - Come to the school office, or ring- they may be able to answer your question or will be able to quickly find out for you;
 - If you need more time with the teacher, you may need to come back at another time, unless it is an emergency and cover can be found during teaching hours (8.45 - 15.30).
- Make an appointment at the office, or ask for a return phone call. The teacher will ring as soon as is convenient. You are always welcome to speak to the Headteacher.

In addition to the above, parents will be kept informed in the following ways:

Advent (Autumn) Term-

- In the first term, you will be invited to attend a 'face to face' meeting with your teacher. This is an opportunity for you to find out how your child is doing and to raise any concerns.
- Pupils who have been identified as having an additional need may have an individual target plan (Graduated Approach Form-GAF) in place. You will be invited to attend a review of this plan with the class teacher and SENDCO and, if necessary, any other adult working with your child.

Lent (Spring) Term-

- You will be invited to attend a 'face to face' meeting with your teacher.
- Pupils who have been identified as having an additional need may have an individual target plan (Graduated Approach Form-GAF) in place in place. You will be invited to attend a review of this plan with the class teacher and SENDCO and, if necessary, any other adult working with your child

Pentecost (Summer) Term-

- You will receive an end of year written report.
- Pupils who have been identified as having an additional need may have an individual target plan (Graduated Approach Form-GAF) in place in place. You will be invited to attend a review of this plan with the class teacher and SENDCO and, if necessary, any other adult working with your child.

Teachers will not wait until a meeting or report to tell you they are concerned. They will arrange to speak to you as soon as a concern arises. *If you ever feel that a problem has not been addressed, speak to the Headteacher as soon as is possible. It is vital that parents and staff work together to alleviate concerns quickly for the benefit of all pupils*

How do you measure the progress of my child in school?

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term in reading, writing, numeracy, science and RE.

- If your child is in Year 1 and above, but is working below these levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- At St Mary's we ensure that teacher assessment is accurate and gives a picture of your child's progress over time, rather than through a test. These assessments are moderated internally and externally.
- Children who receive SEND support will be reviewed with your involvement, every term and the target plan for the next term made (Graduated Approach Form-GAF).
- The progress of children with a statement of SEND/ EHC Plan is also formally reviewed at an Annual Review with all adults involved with the child's education.

How will you support my child/young person?

At St Mary's we believe that every second of your child's education counts. Therefore, all staff endeavour to plan for their learning and development with this in mind. This includes social, emotional, mental and academic development.

Daily lessons are planned to meet the needs of every child in the class. As well as the class teacher, classes have an experienced and well trained teaching assistant who may support your child during lessons.

In addition to what is happening in the classroom, if your child requires small group intervention, there is a range of programmes and support that may be planned and delivered by a teaching assistant. This can be SEND support or not.

If a child has a specific difficulty, a special educational need, it may be appropriate for your child to benefit from extra 1:1 intervention outside of the classroom

The school has a wealth of resources and specialisms within the school. However, if your child has difficulties beyond our own expertise, we will, with parental agreement, seek advice from the relevant outside agencies. Some of these include:

- Educational Psychology Services
- Speech and Language (SALT)
- Physiotherapy, OT, and other specific medical agencies, including the school nurse team.
- Child and adolescent Mental Health Service (CAMHS)
- Outreach service/Working Together Team (WTT) (including Autism, ADHD, Behavioural)
- Hearing/Visual Impairment Services
- A Specialist Teacher.
- A Paediatrician.
- Healthy Minds
- Working Together Team.

Should we, as a school, believe that we are not supporting your child's needs, the advice of these services will be followed. This may, in some cases, require the school to, with the permission of parents, make a referral to the Local Authority to undertake a statutory assessment of the child's needs.

Intervention Programmes at St. Mary's

All of our **Teaching Assistants (TAs)** are qualified to at least Level 2 in Supporting Teaching and Learning, the majority with Level 3. This means that they have specific training and knowledge to support all children within a class. Part of this is being able to change activities so that those who are struggling are able to access this learning at their level.

TAs have high expectations of all students, and use their subject knowledge to enable all students to achieve the learning objective in lessons. Teaching staff plan lessons to make effective use of TAs, therefore their impact is significant in contributing to the learning and achievement in our classrooms. Some of the programmes that our TAs have been trained to deliver are:

- Phonics- Read, Write Inc
- Rapid Maths
- Dynamo Maths
- Rapid Write
- Nessy
- Write from the Start
- Letter Join

- First Call
- First Move
- Switch On Reading
- Switch on Writing
- Diabetes awareness
- EpiPen training

Some of our staff have additional qualifications or training:

- Learning through play
- Boys Achievement
- Disability Awareness
- Sports coaching
- Moving and Handling in an Educational Environment Training
- Sports and Physical Activity for SEND
- Introduction to Sign Supported English
- British Sign Language
- Positive Handling
- Circle time- positive relationships (Self-confidence and self- esteem)
- FRIENDS.
- Socially Speaking.
- Talking Time.
- LEGO Therapy.
- WELCOM
- ELSA
- Talk Less Teaching
- Sensory Circuit Training.

Where specific intervention is needed, relevant training is put in place to ensure a number of TAs are able to support in this area.

How is extra support allocated to children who need extra help?

The main school budget includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. This is primarily through the provision of a teaching assistant in each classroom.

The Head Teacher and governors discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Every member of staff is involved in and committed to providing education and support for SEND students. If you are concerned about your child, please contact one of the staff listed below:

Acting Head teacher: Miss Sara Tyers

Acting Deputy Head teacher: Mrs Emma Glover

SENDCO: Hannah Chapman

The SENDCO

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class/subject teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Planning targets to ensure your child makes progress, sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher/Deputy Headteacher

Responsible for:

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

SEND Governor

The Governor responsible for SEND is Hayley Pearson.

She is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

All general concerns should be raised with your child's class teacher in the first instance.

Any enquiries about SEND provision at St. Mary's should be made to the SENCO or Headteacher

Telephone: 01476 562017. E-mail: info@st-marys-grantham.lincs.sch.uk

How will you help me to support my child/young person?

We want you to be involved as much as possible in making sure your child has the very best experiences while at St Mary's School. There are lots of opportunities for you to chat with staff so you know how your child is getting on.

You will be informed of any targets that are set for your child. We will advise you on how to specifically support your child in these targets.

We will keep you informed of any support and advice received from outside agencies so that this can also help you support your child at home.

We can signpost you to parent support groups as necessary.

Your enthusiasm and encouragement for your child help to make their progress more meaningful. We urge you to attend all parent meetings, which give you more insight into your child's progress. You can be assured that we will be working hard to help your child and, should staff have any concerns, they will arrange to speak to you and not wait until parents meetings. **We ask you to do the same- raise any worries early!**

Attendance and Punctuality

We all know that we have a happy start to our day if it is a hassle-free start to the day! To help your child be ready for the day ahead of them, please be here in plenty of time for the beginning of the day. You may need to leave home earlier than you thought to make sure this happens!

If our children are to learn and make the progress they deserve, they need to be in school every day and they need to be here on time. For children with additional needs, this is even more important. If a child with additional needs misses any learning, it usually takes a lot longer for them to catch up. In addition to this, it affects their general wellbeing and self-confidence; they feel like they've missed out on something and find it hard to readjust.

Our philosophy is 'Every second counts' and it really does! Every child starts work promptly at 9am. Some intervention groups actually begin at 8.50am so it is vital that your child arrives on time, ready to learn.

How will you support my child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.

- In Year 6:
 - The Year 6 teacher and SENDCO discuss the specific needs of your child with the SENDCO of their secondary school.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

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