



Saint Mary's Catholic Primary School, Grantham, a Voluntary Academy.

Special Educational Need and Disability- Information Report

The Special Educational Needs Co-ordinator (SENDCo) is Mrs Hannah Chapman.

1. What will happen if I or my child's class teacher think my child has a special educational need?

At St Mary's Catholic Primary School children are identified as having a special educational need through a variety of ways including the following;

- ☐ Contact with your child's class teacher in the first instance
- ☐ A joint discussion will take place to identify areas of need based on assessment and observation
- ☐ The Special Needs Co-ordinator(SENDCo) will be consulted and if necessary your child will be identified as having a special educational need and the appropriate records and plans will commence

2. How will the school respond to my concerns?

We pride ourselves on building positive relationships with parents, being open and honest with parents at all times.

- ☐ Termly review meetings to discuss any concerns
- ☐ Further meetings with or without the SENDCo dependent on need
- ☐ Working with other agencies to request support in setting and achieving targets
- ☐ A plan will be compiled detailing steps to overcoming your child's barriers to learning and copies of all paperwork will be placed in the classroom SEND file and a copy will also be kept in the SENDCO's filing cabinet.
- ☐ Reviewing individual success/progress on a termly basis

3. How will the school decide if my child needs extra support?

Decisions will be made based on the following information;

- ☐ Formal and informal assessments from class teachers, other adults or parents
- ☐ Termly analysis of data by the Headteacher, SENDCo and Senior Leadership Team
- ☐ Parent Consultations and pupil discussions.

- ☐ Observations and assessments from outside agency professionals
- ☐ An application may be made to the Local Authority to request an Education Health Care Plan (EHCP) for those pupils who have complex and long term needs

4. What will the school do to support my child?

Mrs Chapman (SENDCo), Miss Sara Tyers (Headteacher) together with other members of the Senior Leadership Team (SLT) oversee the success and impact of support given to all the children in our school. All classes have one additional member of staff as a teaching assistant working with them across all areas of the curriculum.

☐ Class Teachers ensure lessons are adapted and demonstrate Quality First Teaching at Wave 1 (see information below) to ensure access for all children whatever their needs

☐ Teaching assistants may provide targeted additional support (1:1 and/or in a small group) in the classroom following the Waves model of intervention at Waves 2 and 3 (see information below)

☐ Teaching assistants may provide additional support on a 1:1 and/or small group basis on targeted Wave 3 interventions outside of the classroom where necessary

Wave 1 All Pupils - Quality First Teaching, Effective whole school policies and framework

Wave 2 Some pupils - Catch-up, small group intervention **including those with a Special Educational Need.**

Wave 3 Pupils identified as Individualised **having a Special Support Educational Need.**

Waves model of Intervention

☐ The cycle of providing support follows **Assess, Plan, Do** and **Review**

☐ **Structured Interventions** that are currently on offer include bespoke reading, writing and maths packages, Dyslexia support, Talking Time, Socially Speaking, FRIENDS, First Move, First Call, Phonics Read, Write Inc (RWI), Nessy (Reading & Spelling), Dreambox Maths, WELLCOM, Emotional Literacy Support (ELSA), Emotion Coaching.

☐ Other **Responsive Intervention** which takes account of daily classroom assessments also take place responding to need, during follow-up guided group or individual sessions. This is in place for all children.

5. Who will support my child in school?

Many people may be involved in providing support for your child. They will include class teachers, SENDCo, teaching assistants, Midday Supervisors, Additional agencies and the SEND Governor (Mrs Hayley Pearson).

6. What Training and experience do staff have for the additional support of my child's needs?

Sara Tyers (Head Teacher)	Child Protection, Up to date Safeguarding of children training, Team Teach trained, PREVENT training, RWI trained, Emotion Coaching, Understanding behaviour as Communication, ADHD, Team Teach.
Hannah Chapman (SENDCo)	Child Protection, National SENDCo Award, Up to date Safeguarding of children training, BSL level 1, Team Teach trained, First Aid, PREVENT training, Attachment training, RWI trained, Emotion Coaching, Understanding behaviour as Communication, ADHD, Team Teach.
All Teaching Staff	Up to date Safeguarding of children training, First Aid, PREVENT training, Attachment training, RWI trained, Emotion Coaching, Understanding behaviour as Communication, ADHD.
All Teaching Assistants	Up to date Safeguarding of children training,

	First Aid, all teaching assistants are trained to work with children with a Special Educational Need, Understanding behaviour as Communication, ADHD.
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7. Who else might be involved in supporting my child?

We are able to buy into or make direct referrals to a range of external agencies to support your child if needed.

Agency	Contact	Support Available
Educational Psychologist (Futures in Minds)	Emma Clink Russel Postlethwaite	Assessment of cognitive behavioural needs, target setting, observations
STT Specialist Teaching Team.	Dawn Bradshaw	Assessment of Learning needs, Identification of Dyslexia, target setting. Assessments to support with EHCP applications.
Behaviour Outreach Support Service /Pupil Re-integration team (PRT)	Rachel Fannin Victoria Sperrin	Observations to support pupils with personal, social and emotional difficulties, support with development of behaviour plans, training of staff. Support with referral to the Pupil Referral Unit (PRU). Works closely with the Pupil Reintegration Team (PRT).
Speech and Language Therapy Service	Various	Assessment of speech difficulties and language acquisition.
Working Together Team	Sam Pittock	Observations to support pupils with social communication difficulties- Autism
Education Welfare Officer/Parent Support Advisor	Various	Support to families and school in improving attendance
Healthy Minds	Various	Observations in school Referral for clinic appointments for pupils who may have mental health issues
Paediatrician	Various	Support with medical diagnoses such as ADHD and ASD.

Team Around the Family (TAF)	Various	Support the child and family with various needs.
Faith in Families/Family Society.	Rachel Bates	Support the child and family with various needs.
ELSA	Sharon Davey	Support the child and family with various needs.

We will work closely with you to obtain the help and support that is needed to meet the needs of your child and your family. It may be that an **Early Help Assessment** can be completed which can request support from various agencies eg. Family Action or request for an Early Help worker.

8. What support will there be for my child's emotional and social well-being?

We strive to ensure that we educate the whole child and place a very high priority in ensuring that we respond to the emotional needs of all our pupils. Support for your child may include;

☑ Circle Time

FRIENDS

☑ RSHE curriculum

☑ Behaviour Policy based on strategies that involve positive encouragement.

☑ Well-structured behaviour policy to support management of feelings and behaviours

☑ Relationships are given a high priority

☑ All incidents fully investigated, recorded on an online system known as CPOM's and resolved

☑ Direct intervention planned for KS1 and KS2 pupils who require support with their self- esteem, friendships and emotional wellbeing through Talking Time, Socially Speaking, ELSA and FRIENDS.

☑ Circle Time completed on a regular basis in classrooms (weekly)

☑ Strong ethos based on the schools mission statement encouraging respect for all people

Medicines and Medical Needs

If needed a plan will be written by school informing all staff of the level of medical needs and the procedures necessary to support your child in an emergency, eg Epilepsy, anaphylaxis.

If your child requires ongoing medication, please contact the school office to complete a medicine consent form.

Attendance and Punctuality

As a school we will work with you to support you and your child in attending school every day and arriving at school on time. We have many rewards for attendance and punctuality including the attendance trophy and regular attendance certificates/stickers.

9. How will my child be involved in the process and be able to contribute their views?

We understand the positive impact that listening to children's voices has on their sense of belonging to our school. We strive to hear what they have to say and build in specific opportunities for them to tell us how they feel. These opportunities include;

☑ Pupil involvement in the Special Educational Need Termly Review and Parent Consultation Meetings (October/November, February/March and June)

☑ Thoughts and Feelings work (3 houses- dreams, aspirations, hopes, fears and worries)

☑ Use of social stories where appropriate to encourage and support your child's understanding of social situations and managing feelings and emotions

☑ Development of effective relationships with continuity of Teachers and TAs, wherever possible.

- The writing/creating of individual pupil One Page profiles (OPP's) and Termly targets on their Graduated Approach Form (GAF)

10. How will the curriculum be matched to my child's needs?

If your child has been identified as having a Special Educational Need then they will require support that is 'different from or additional to that normally available to pupils of the same age'. (6:15 *Special Educational Needs and Disability Code of Practice: 0-25*)

All children should have access to a broad and balanced curriculum with high expectations for every pupil, whatever their prior attainment. A range of different strategies including direct interventions, adaptability/differentiation, use of ICT, drama, apparatus, seating for learning, peer support, visual aids and Curriculum Enhancement weeks will be used to support your child access the curriculum.

11. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

We have an open door policy and all members of staff will be available to discuss general issues. However, should you have specific issues relating to your child please make an appointment with your child's class teacher at a mutually convenient time. There will also be specific times in the year when these discussions are timetabled, these may include;

What?	How?	When?	Who?
SEND Review Meetings	Formal meeting	3 times a year	Class teacher and/or SENDCo
Assessment feedback	Formal meeting	As and when following observations by Class teachers or other professionals. Assessment feedback	Class teacher and other professionals.
Teacher Feedback	Informal discussions	As and when	Class teacher
Parent Consultations	Formal meeting	October/November, February/March.	Class teacher
Home-school communication books	Communication completed on a daily basis from home and school .	Dependent on the need of your child.	Class teacher. Teaching Assistant.
Contact with a keyworker	Verbal feedback	Daily basis, meet and greet in the morning, feedback at end of the day- pupils with EHCP's.	Class teacher SENCo Key worker.
End of year written report to parents	Written report	July	Class teacher

12. How does the school know how well my child is doing?

We carefully track all of the children's progress each term through the use of data and observations. The following assessments may be used to monitor your child's progress;

- ☐ Progress towards National Curriculum age related expectations (pupils will be assessed as being emerging, expected or exceeding) in all year groups or PIVAT scales as an alternative assessment.
- ☐ Ongoing phonic, reading and spelling assessments
- ☐ Early Learning Goals for Pupils in the Foundation Stage and where appropriate into Year 1
- ☐ Standardised assessments in school and completed by other outside agency professionals

Progress towards targets on Provision Plans/Map's and Graduated Approach Forms (GAF's)

13. How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and where possible the location of trips are chosen to ensure access for all.

☑ Thorough risk assessments are completed prior to the departure to any offsite activity to ensure everyone's health, safety and enjoyment

☑ Breakfast Club and Afterschool Club are run by staff who have knowledge of the children's needs.

☑ All children are welcome to attend afterschool clubs and the needs of all of the children are considered.

14. How accessible is the school environment? How accessible is the curriculum?

The school supports your child's access to facilities with

☑ Ramp access to all ground floor classrooms and the main and side entrances

☑ Changing facilities for pupils needing intimate care

☑ Toilet facilities with wheelchair access

☑ Access to ICT suite, i-pads (mini and full size).

Access to a fully equipped/adapted Sensory Room.

15. How will the school prepare and support my child to join the school?

We have very strong links with our feeder nurseries and our Foundation Stage Leader also periodically works with other agencies and school's sharing the good practice from our setting.

☑ Our Foundation Stage Leader will visit your child's nursery to meet with them .

Foundation stage teacher will also visit all children in their home (if possible) before they start school.

☑ We will use all paperwork from previous setting, Learning Journeys, SEND information etc.

☑ Discussions with key workers and observations by the Foundation Stage Leader in the nursery setting

☑ Afternoon visit to Reception Class, other visits can be arranged as necessary

☑ Where possible the Foundation Stage Leader and the SENDCo will attend nursery SEN reviews in the Summer term, prior to your child beginning school in September.

16. How will the school prepare and support my child to transfer to a new setting or Secondary School?

Transition to a new setting can be very exciting but also an unsettling time. We aim to support all children through this time of change but particularly those identified as having a Special Educational Need. Your child may have access to the following support:

☑ Secondary School or New Settings SENDCo's are invited to the late Spring and Summer Term reviews for all pupils identified as having a Special Educational Need

☑ Outside agency involvement supporting transition.

☑ Ongoing communication throughout the Summer Term with receiving school.

Transition booklets to become familiar with routines

☑ Additional visits organised dependent on the needs of your child.

17. How can I be involved in supporting my child?

We understand greatly the positive impact of supporting your child's development in school and at home. Throughout the year we will provide information on how you can share in your child's learning journey. These may include:

- ☐ Regular Newsletters
- ☐ Support and direction from class teachers about how you can support your child with homework completion
- ☐ Class open sessions
- ☐ Sharing relevant information with us about your child
- ☐ Attending class celebration events
- ☐ Attending class assemblies and masses
- ☐ Sending you home strategies to support reading, writing and maths
- ☐ Ensuring your child has all the things they need in school each day, eg book bags, reading books, records, homework completed, PE kits, WOW area clothes, glasses etc
- ☐ Following/contributing to your child's Tapestry account (Foundation Stage) or Seesaw account (Years 1-6)

18. How can I access support for myself and my family?

Organisation	Telephone	Website
Lincolnshire County Council-information about SEN provision	01522 782030	www.lincolnshire.gov.uk/SENDlocaloffer
Liaise (Parent partnership)	01522 553351	www.lincolnshireparentpartnership.org.uk
PAACT (Autism Support)	07935 222963	paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	Lincoln.adhd@btconnect.com
Grantham Children's Centres	Various	Various

It may also be suggested by school that help for you and your family be accessed by completing an Early Help Assessment (EHA). If you feel in need of help and support for your family in this way please contact the SENDCo Mrs Hannah Chapman or the Acting Headteacher Miss Sara Tyers to discuss.

19. Who can I contact for further information?

If you require any further help, advice or support please contact:

- ☐ Your child's class teacher in the first instance
- ☐ Mrs Hannah Chapman (SENDCo)- in school 01476 562017
- ☐ Miss Sara Tyers (Head Teacher) in school 01476 562017 or in person via the school office
- ☐ Please also visit the school's website for further information about provision in our school.

Written by: Hannah Chapman (SENDCo)
(28th November 2025)

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