



# ST MARY'S CATHOLIC PRIMARY SCHOOL

## 1. What special education provision is available at our setting?

St Mary's is a small mainstream school of around 120 pupils with 30 pupils identified with special educational needs. The school has five mixed aged classes, with pupils aged from 3-11 years old. Staff and governors at St Mary's Catholic Primary School, alongside Plymouth CAST and the Local Authority, aim to work together with parents and carers to create a supportive setting that encourages pupils to have high aspirations and enables them to reach their full potential. Special Educational Needs and/or Disability (SEND) is also an integral part of the School Development Plan.

In respect of the Code of Practice (CoP) for SEN, the local authority has a duty to publish arrangements for SEN support in schools. This is called the Local Offer and includes information about the provision that can be expected for children and young people 0-25 with SEND across education, health, and social care. Use the link below to find out about the Devon local Offer. <https://new.devon.gov.uk/send/>.

Most provision is class based, but children are also withdrawn from the classroom for short, focussed interventions. For children who have been identified as having SEND, we work closely with outside agencies where necessary to offer a variety of support matched to their specific needs.

## 2. What type of special educational needs do pupils currently experience?

St Mary's Catholic Primary aims for the highest achievement attainable for each child. In line with our Admissions Policy, we offer places to any child whose parents/carers wish them to join (providing there is a space in that particular year group) regardless of their ethnicity, religion, gender or special educational needs and in accordance with the Equalities Act 2010. Using the resources and training we have available to us; we make every reasonable effort to provide every child access to a broad and balanced curriculum. We strive to work in partnership with parents/carers and a variety of professionals to ensure the needs of every child are met.

## 3. How do we identify the special educational needs of a child or young person?

We follow the guidance set out in the SEND Code of Practice 2014 and recognise some pupils may require additional support. Identification of Special Educational Needs is achieved from the evidence the school acquires through a variety of means. These include:

- Information from liaison with pre-school providers
- Meetings with parents/carers within school to discuss specific needs.
- Outside support agency reports (such as health or the speech and language service), following permission from parents/carers for this information to be shared.
- Assessments carried out by teaching staff and the Special Needs Co-ordinator.
- Pupil progress meetings between teaching staff and the Head Teacher.

The Special Educational Needs Co-ordinator and class teacher, in liaison with the family and other agencies, may decide to develop an individualised plan called a 'My Plan' to support the needs of a pupil.

#### **4. How do we consult with parents and/or children and young people about their needs?**

The school recognises that parents/carers are the first educators of their children and we work in partnership with them to support the educational and personal development of each child. There is a phased transition for our youngest children when they start school. The school operates an open-door policy for parents/carers to speak to staff when they need to do so. Additionally, we support all parents/carers in discussing their child's progress and needs, at Pupil Progress meetings held each term and through written reports in the Summer Term.

In addition to the termly review and target setting meetings, pupils who are on an Education and Health Care Plan (EHCP) will also have an Annual Review meeting, to which all professionals involved in supporting the child are invited to attend. At this meeting, the external professionals, together with the parents/ carers, class teacher, SENDCo and any relevant support staff will review the child's progress made over the previous year and agree provision for the year ahead.

Children are also encouraged an active part in their own target setting and development. The school tries to encourage pupil participation in reviewing their progress and target setting.

#### **5. What is our approach to teaching children and young people with special educational needs?**

St Mary's ensures that pupils receive high quality first teaching and is committed to narrowing the attainment gap where children are behind expectations for their age. Where special educational needs have been identified, children may need short- or long-term intervention programmes or other learning interventions developed on an individual basis. The SENDCo, together with external advisors where appropriate, help to support teachers in providing a range of strategies required to address each pupil's individual needs.

#### **6. How can we adapt our curriculum for children and young people with special educational needs?**

Staff at St Mary's work together to deliver a curriculum and provide a learning environment that is stimulating and takes account of the interests of the pupils where possible. Our provision includes access to the curriculum and independent learning through use of a range of resources including:

- small group support in class from a teacher or teaching assistant
- differentiation of tasks and activities, considering a range of learning styles to suit different learners.
- extensive use of visual support
- specialist equipment e.g. support chairs, headphones, writing slopes where appropriate
- provision of individual/visual timetables and checklists
- enhanced information technology
- individual emotional support plans
- individual targets
- writing frames, story mapping

## **7. How will we ensure we get the services, provision, and equipment that children and young people need?**

The SENDCo works with class teachers and support staff to monitor the progress of pupils with SEND at St Mary's. In the light of this, if additional advice is required the school may use the expertise provided by professionals such as:

- Educational Psychologists
- Speech and Language therapists
- Family Support Workers
- School Counsellor
- Occupational Therapists
- School Nurse
- Outreach advisers from special schools
- Behaviour Support Team workers
- Communication and Interaction Team
- Counsellors

In some cases where a pupil's needs are very complex, through discussions with the parents/ carers and the Local Authority, it may be decided that the child would be best supported within a specialist educational setting.

## **8. How is this provision funded?**

The school budget includes money for supporting pupils with SEND. The Head teacher and school Governing Body decide on how the budget should be allocated. Each teacher with a responsibility for an area of the curriculum, provides an annual action plan and curriculum review based on the needs for pupils. Children who have been identified as having more complex Special Educational Needs and/or Disabilities may also be allocated additional funding from the Local Authority. Some pupils may also have an Education, Health and Care (EHCP) Plan. EHCPs have funding attached which is used to fulfil the objectives identified within the plan. This money is awarded by the Local Authority.

## **9. What additional learning support is available for children and young people with special educational needs and how do they access it?**

As already stated, ongoing conversations between school staff and parents/ carers means that if pupils need something additional to help support their learning, this will where possible be provided.

Where additional support is needed, we offer programmes such as:

- 1:1 or small group support, within and outside of the classroom
- A variety of English and Maths interventions
- Specific Learning Difficulties interventions, e.g. Fun Fit, Success@ Arithmetic
- A programme of 'nurture' activities to support emotional and social development
- Speech and language programmes e.g. Time to Talk
- Play therapy
- Counselling sessions
- Rainbows Bereavement Programme

## **10. How do we support and improve the emotional and social development of children and young people with special educational needs?**

The school has detailed PSHE, Citizenship and RSE (Relationships and Sex Education) programme educating and preparing children for the world inside and beyond school.

Small group and individual support is given to children through nurture activities.

In addition, pupils may benefit from the use of:

- Social Stories to support with specific issues
- Additional playground support
- Anger management programmes
- Therapeutic play sessions
- Social skills programmes

For those with more complex needs external advisers may be consulted including the Educational Psychology Service, Behaviour Support Team or Child and Adolescent Mental Health Services (CAMHS).

## **11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?**

For children who have been identified with SEND prior to joining the school, the SENDCo will become involved meeting with the pre-school setting and with the parents/carers and other professionals where appropriate.

Although St Mary's is a small primary school, some children may still experience feelings of anxiety as they move classes. To help reduce this anxiety, all children experience transition sessions in the summer term, which gives them the opportunity to spend some time with their teacher and to become familiar with their new classroom.

For pupils in years 5 and 6 and with additional needs, secondary transition is discussed at parent/carer consultations or Education Health Care Plan Annual Reviews. Parents/carers are advised to visit their preferred secondary schools and speak to the SENDCo if they wish. During the summer term of Year 6 staff from feeder secondary schools visit St Mary's, to discuss the needs of pupils and extra transition arrangements, for example additional visits offered to vulnerable children. Support staff may accompany the pupils that they work with when visiting their new secondary schools for these transition visits.

## **12. What other support is available for children and young people with special educational needs and how can they access it?**

A pupil may use a home-school communication book, which serves to encourage close collaboration between parent/carers and the class teacher.

For pupils with additional physical needs, there may be intervention from an Occupational Therapist. Some children need extra support from the speech and language service. Where extra support is needed, the strategies recommended are implemented by the teacher assistant with responsibility for speech and language therapy across the school. There will also be pupils who require extra support in the form of medical intervention. Staff members are trained as needs arise for pupils.

Some pupils find unstructured times such as break and lunchtimes challenging. Staff may be employed to support individual pupils at these times and the school's Behaviour Policy is consistently applied. Pupils are also encouraged to act as Buddies or Peer Mediators for the younger pupils, allowing them to hold a responsible role which is valued by the school community.

## **13. What extra-curricular activities are available for children and young people with special educational needs?**

There are a range of extra-curricular clubs at lunchtimes and after school. The after-school activities vary, depending on the age of your child and what activities are running during that term. All children receive letters inviting them to join clubs that are available to them - details of available clubs can be obtained from the school office.

## **14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?**

Pupil progress meetings take place between the teaching staff and the Head teacher each half term. Targets are set and reviewed using the school's data tracking system. These targets and next steps are then discussed with the child where appropriate. For children with SEND, steps may be very small and so are best assessed and recorded using individualised assessment methods.

A few pupils have individual targets and plans for their behavioural and emotional needs, which are reviewed each term.

The following formal assessments also take place each year:

- EYFS baseline assessment and EYFS Assessment
- Phonics Screening (Year 1)
- Key Stage One SATs (Year 2) in English and Maths and teacher assessments in Writing and Science
- Multiplication Test (Year 4)
- Key Stage Two SATs (Year 6) in Reading, Spelling and Grammar (SPAG) and Maths; teacher assessments in Writing and Science
- Termly assessments (Year 1-Year 6)

In addition to these formal assessments, teachers make informal assessments of pupil progress, as part of the daily assessment for learning.

**15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?**

Parent and pupils are encouraged to take part in annual questionnaires or Parent View online. The results of these are published on the school website, under the Parents section. Comments received include:  
*The school is well run, safe and the children learn well – keeping parents informed.  
Dedicated, enthusiastic teachers, small school, responsive to parents – great!  
In comparison to a previous school, we have found St Mary's to be very supportive, friendly, and welcoming. The teachers and head teacher respond quickly if there is ever an issue and we feel respected and listened to. Our daughter feels safe and valued. Thank you.*  
Parents are also encouraged to comment on their child's report at the end of each academic year.

**16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?**

Staff have a wealth of experience and training covering a broad range of SEND. Training needs for staff are established when employment begins and discussed and reviewed at each annual review.

Currently, there are staff at St Mary's who are trained to deliver:

- A range of curriculum interventions including ELS
- Rainbows Bereavement programme
- Speech and language sessions
- Sign Language
- Social Stories
- Experience of supporting pupils with Autistic Spectrum Disorders
- Dyslexia training
- Communication and Interaction strategies
- Therapeutic play
- PIPs (Passive Intervention Programme) strategies

The SENDCo attends a local SENDCo network and shares good practice with other staff members. There is a named SEND governor who visits the school to meet with the SENDCo and discusses the progress of pupils and provision for SEND within the school.

**17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?**

Where there are concerns about a child who is not making sufficient progress, despite interventions and support, the class teacher will consult with the SENDCo and the parents/ carers to discuss ways to support the child. Parents are welcome to speak to the class teacher about the educational progress of their child at any time, in line with the school's open-door policy. There are also Pupil Progress meetings each term which all parents are encouraged to attend.

## **18. How can parents, children and young people make a complaint about our provision?**

St Mary's 'open door' policy encourages parents/carers to share any concerns with the class teacher in the first instance. The SENDCo (who is also the Head teacher) can also be contacted for additional advice and support and appointments to see the SENDCo/ Head teacher can also be made through the school office. Details about procedures for making a formal complaint can be found on the school website or copies can be requested in the school office.

Parents/carers are also encouraged to seek advice from the Devon Parent Partnership:  
<http://www.parentpartnershipdevon.org.uk/>

## **19. How can parents, children and young people get more information about the setting?**

If your child has a diagnosed Special Educational Need and/ or Disability and you would like more information about what we offer at St Mary's Catholic Primary School, please visit the school website at [www.st-marysrc.devon.sch.uk](http://www.st-marysrc.devon.sch.uk) or contact the school office on 01364 642389 or via email [admin@st-marysrc.devon.sch.uk](mailto:admin@st-marysrc.devon.sch.uk), to arrange a visit.

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