

St. Mary's Catholic Primary School



Our SEND Information Report Meeting the needs of children with special educational needs and disability

St. Mary's Catholic Primary School wishes to help your child achieve their very best and we know that you, as parents, share our aim to help your child achieve greatly. St. Mary's has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible outcomes.

Headteacher's welcome:

At St. Mary's, we embrace all children regardless of ability. We work to support them achieve their very best in all ways as children who are filled with the promise of God. Our ethos and our mission is that we will work to achieve excellence in all things and for all within our school family.

As a main stream school, we will not always be able to meet the needs of some children in spite of any reasonable adjustments that are made. We are acutely aware that we are non-specialist teachers, unable to meet the demands and needs of any child who has severe educational needs. By this, I mean that these children need and deserve the very best that our Educational System can provide – they often need specialist provision and this should never be compromised. The child's needs together with the experience of staff must be at the forefront of any crucial decision making.

St Mary's is a continually evolving school with increasing numbers of young and relatively newly qualified staff, albeit staff of enormous potential. The promise to provide excellence, therefore, for children with severe and complex needs cannot be part of our guarantee. What we do promise is that we will invite full discussion for mutual understanding of any child's complex needs so that the very best outcomes for the child can be achieved.

We have the highest of expectations for all pupils, regardless of ability, and at the earliest possible stage we will put support in place to help remove any barriers to their learning when this is required.

At times, your child may need additional support and this, our School Offer, explains what we at St. Mary's can do to support your child, the various types of support available and how our staff can work as a team with you to achieve the very best outcomes.

The Local Offer of Birmingham Local Authority

Our SEND Information Report complements the Local Authority's own 'Local Offer' which can be found at: <http://www.mycareinbirmingham.org.uk/> This is broader in its scope and describes the statutory services and provision that the Local Authority offers to all children and young persons of special educational needs and disability (SEND) between the ages of 0 to 25 years.

The provision St. Mary's Catholic Primary makes for all children

The curriculum we design, meeting the latest statutory requirements of the Primary National Curriculum for Key Stages 1 & 2, is broad and balanced and adapted to meet the children's needs.

All pupils receive high quality teaching, catering for a wide range of learning styles and delivered by well planned and differentiated lessons that match the range of learning abilities in each classroom.

Our classes are also supported by learning assistants, enabling the teacher to provide small group and sometimes one to one support, when necessary, to help all pupils to reach their potential, making good and better progress. Occasionally, children are withdrawn from their classes for such support; this individual or small group approach helps the majority of children close 'gaps' in their learning and work well when back in whole class settings, transferring the skills that they have been supported with and taught. The provision of such additional support is put in place at the start of each academic year (but is available at any time in the annual cycle) based upon existing school assessments and our understanding of pupils' needs. This provision is monitored by the class teacher and adapted accordingly, with new targets or alternative intervention strategies, to achieve the desired outcomes.

Assessments are made to ensure that the children are on track and the progress of each child is reviewed each half term by the senior leadership team and SENCO, if appropriate, with the children's class teacher. At this time, provision may be adjusted to meet any identified needs. Parents are always encouraged and expected to engage in supporting learning in different ways. You are informed of your child's general progress and targets formally through three annual Parents' Consultation Evenings and end of year School Report and informally as requested by you or the school.

Provision for children with special educational needs and disability SEND

Children with SEND have learning difficulties and/or physical disability which make it harder for them to learn than most children of the same age. If your child has a high level of difficulty when they join our school or continues to experience difficulties after the initial support we provide, he or she may be considered to have Special Educational Needs and be placed on our Special Educational Needs and Disability (SEND) record of Additional SEN support (code 'K'). Parents will be informed of this decision and will be liaised with closely throughout by the SENCO and teacher.

Children with a disability will be given as full access to the physical environment of our school, to the curriculum and extra –curricular opportunities as possible - this provision being adapted where necessary to match their specific needs.

[If your child is considered to have SEND, your first contact within St. Mary's is the Special Educational Needs Coordinator \(SENCo\), Miss Charlotte Hill.](#)

The placement of a child with significant educational needs must be well considered and may require specialist resources – which may be beyond our mainstream school provision - and staff experienced in the teaching and learning of such children. The Local Authority will assist a parent in identifying the most appropriate provision to meet such significant needs. We believe that the child must be at the heart of this vitally important choice to enable them to thrive educationally with the most appropriate forms of support available. Hence, we will discuss with you, prior to admission, the provision we can make and whether our school is best placed to meet the needs of your child.

Some children on the SEND record may overcome their difficulties quickly and easily with the right support from our school, home and external agencies. However, some will continue to need extra help for most or all of their time in school. Their difficulties can include:

- Some or all of their work in school
- Reading, writing or mathematics

- Understanding information
- Expressing themselves
- Understanding others
- Organising themselves
- Sensory difficulties
- Physical mobility
- Making friends or relating to others

Class teachers, working alongside the SENCO, will assess your child to gauge their strengths, needs and the additional help they may require. External agencies that can provide particular professional expertise may be requested to assist in such assessments. These agencies may include:

- Pupil and School Support Team
- Communication and Autism team
- Sensory Support Team
- Speech and Language Support
- Occupational Therapy
- Child and Adolescent Mental Health Services
- Educational Psychologist
- Other health professionals

The Education Health Care Plans

If your child's needs manifest as complex or severe because, despite additional support in school and from outside agencies, only limited progress is made, we may, with your agreement, request a statutory assessment from the Local Authority. This involves the LA providing extra resources in terms of funding for additional provision including; staff time, special equipment, specialist support. This provision is reviewed annually by the parent, teacher, SENCO and pupil.

All children and young people who have significant special educational needs, in the age range 0 – 25 years, will undergo an assessment for an Educational Health Care Plan (EHCP), which may lead to them receiving an EHCP.



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Questions and Answers

Q1 - Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Your child's class teacher; Charlotte Hill (SENCO); Headteacher, Miss Helena Cusack; and any other member of the senior management team.

Q2 - What are the different types of support available for children with SEND in our school?

St. Mary's provides high quality teaching, differentiated to meet most children's needs, with a multi-sensory approach to make learning accessible. Teachers and Learning Assistants work as a team to support your child, with external agencies providing additional support and advice for children with special needs.

Question 3

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

Please ask to see your child's class teacher for a 'Reading meeting' in KS1 or a meeting in KS2. You should speak to your child's class teacher who will listen carefully to your concerns and discuss your child's needs.

You may wish to arrange for a further meeting with the SENCO, Miss Hill, to address your concerns and put appropriate actions in place.

Question 4

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

You will be invited into school to have a meeting with the class teacher for a discussion and a further meeting with Miss Hill, SENCO, can be arranged at that time if necessary.

Question 5

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

Children with identified educational needs and/or disability will be given a programme of support with an agreed SEND Additional Support Plan. Their progress against specific educational targets will be monitored closely and parents liaised with throughout. Children with more significant needs may require an Education Health Care Plan (formerly a Statement of SEN).

Question 6

Who are the other people providing services to children with SEND in this school?

School is able to access the specialist support of a number of agencies in order to meet specific needs which include:

- Pupil and School Support Team
- Communication and Autism team
- Sensory Support Team
- Speech and Language Support
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Other health professionals

Question 7

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

All teachers are trained to teach children who experience moderate difficulties in their learning, through the planning and delivery of high quality, differentiated programmes of learning, as well as support strategies for accessing the curriculum.

Children with SEND are supported in this way and additional provision/intervention made where appropriate – through a SEND Additional Support plan.

Question 8

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

The 'quality first teaching' approach by all teachers will meet the learning needs of the majority of children in the class. This means that a variety of teaching and learning strategies are used with resources often adapted to support your child's access to learning, including the use of I.T., as appropriate.

If your child does not make expected progress, their gaps in learning are then targeted through carefully differentiated programmes, often in small groups and possibly with some 1:1 support. Should progress still not be made, a SEND Additional Support Plan would be put in place that includes specific targets and appropriate support to further your child's progress. External agencies may be called upon to assist our school to meet your child's specific needs (see Q6). You, as a parent, would be informed of this graduated response to address any difficulties your child experiences in his/her learning.

Question 9

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

Your child's progress will be assessed regularly against class targets and the specific targets of a SEND additional support plan or 'Education Health Care Plan' (EHCP) where appropriate.

Question 10

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

We welcome parental involvement and we will share with you our professional assessments and those of external agencies concerning your child's learning needs. You will have regular termly meetings to review progress and additional meetings at your request.

Question 11

How is St Mary's accessible to children with SEND?

Children with a disability will be given as full access to the physical environment of our school, to the curriculum and extra –curricular opportunities as possible - this provision, with **reasonable adjustments** being made, where necessary, to match their specific needs.

Question 12

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

Class records, including SEND additional support plans are reviewed at the end of each academic year and moved on to the following year group. Our school records will be passed on to your child's next setting when your child leaves St. Mary's. We have good working relationships with several secondary schools and, working in partnership with them, we will aim to ensure the smoothest possible transition to Year 7 for our Year 6 children.