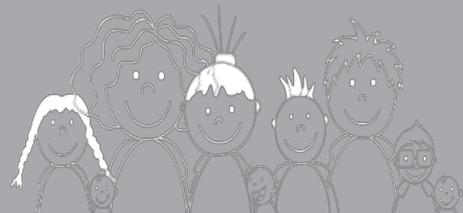


# Leicestershire's Local Offer template for educational settings



## Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	St. Mary's Catholic Primary School
Address:	Hastings Street Loughborough LE11 5AX
Telephone Number:	01509 212621
Name of Head teacher/Principal:	Mrs Annette Jones
Head teacher/Principal's contact details:	As above
Website address:	<a href="http://www.stmarys-rc.leics.sch.uk">www.stmarys-rc.leics.sch.uk</a>
Facebook account details:	
Twitter Feed details:	
School/College Specialism:	Academy status
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4-11
Date of Last Inspection:	October 2012
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

Yes  **No**

Total number of students with special educational needs at college/setting :	1
Total number of students receiving additional learning support:	23

### **1. The kinds of special educational needs for which provision is made.**

Saint Mary's is a Catholic Voluntary Academy and part of the Blessed Cyprian Tansi Academy Trust, a mainstream school. It is guided by the values derived from the Statement of Principles adopted by the Local Authority (LA), guided by the SEND code of Practice, set within the framework of the school. St. Mary's will also be guided by the Nottingham Diocesan Commission Policy Statement.

St. Mary's believes that our pupils are entitled to a safe and caring learning environment which supports and challenges them in a way which reflects high expectations and the opportunity to maximise potential for individual attainment. The school therefore provides a broad and balanced curriculum for all our pupils, including those with SEND, and ensure full curriculum entitlement and access.

St. Mary's aims to develop the ability of each pupil in terms of competence as learners and also as individuals with a sense of self-worth, responsibility and concern for the needs of others. Our school is committed to maximum integration, whilst meeting individual needs and a high quality learning experience through the effective use of resources.

## 2. Information about policies for the identification and assessment of pupils with special educational needs.

St. Mary's aims to provide support for your child, sometimes with the help of specialists. If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- personal organisation
- some kind of sensory or physical needs which may affect them in school

Parents have a vital role to play in their child's education. They know their child well and are often in a position to alert the class teacher to any possible concerns.

The class teacher will keep records of progress and be able to identify areas of difficulty, including SEND.

Adults who support in the classroom pass any observations and concerns to the class teacher.

Parents and teachers may approach the special educational needs coordinator (SENDCo) for advice and support.

SENDCo may carry out assessments to help set appropriate targets.

External agencies include

- Speech and Language Therapy Services
- Specialist Teaching Service
- Health Services
- Educational Psychology Service

How are special educational needs identified?

At St. Mary's we care about every child's well-being and progress. Class teachers ensure through 'Quality First Teaching' that the child is given every opportunity to progress. Where concerns arise additional information is sought by:

- Talking with parents
- Referring to records from previous settings/schools
- Requesting information from appropriate external agencies
- Analysing data (tracking progress over time)
- Monitoring changes in children's behaviour and presentation

**3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:**

St. Mary's Primary School is built on the values derived from the Statement of Principles adopted by the Local Authority (LA), guided by the SEND code of Practice, set within the framework of the school. St. Mary's will also be guided by the Nottingham Diocesan Commission Policy Statement. The Special Educational Needs policy is available on the school website.

(a) How 

St. Mary's Academy
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 evaluates the effectiveness of its provision for such pupils.

At Saint Mary's, all children are assessed on a cycle of three times per year. After the formal collection of data, Pupil Progress Meetings take place where children who are not making expected progress will be identified and a decision will be made about additional support. All children who need support should receive it regardless of a label or diagnosis. Progress will be regularly reviewed and if, despite quality first teaching with reasonable adjustments to accommodate learning differences, there continue to be concerns, additional support may be necessary. This support is written on a Provision Map which specifies the intervention, when it takes place and who is delivering the programme of support. It is the class teacher's duty to provide appropriate intervention and keep evidence of progress against the agreed target. This becomes part of the next Pupil Progress meeting.

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND.

The SEND governor will have regard to the Code of practice when carrying out their duties, liaising with the Headteacher, SENDCo and staff.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

Assess

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENDCO, parents/carers and any outside agencies (Health, Social and Educational).

Review

The effectiveness of the support and interventions will be reviewed at least termly. The impact of the support will be measured as well as progress towards targets. Parents and pupils will also be asked for their views about what has worked well and what they feel now needs to happen to support their learning. A decision will be made about any necessary changes and the IEP will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention and advice from specialists they may have higher needs. The SENDCO may then make an application for top up funding if the cost of additional support goes beyond £6000 threshold that is the school's responsibility.

Over time, if the child is still not making progress despite the school having taken relevant and purposeful action over time, the school or the parents can apply for an Education Health and Care Plan assessment.

Where a pupil has a EHC plan there must be an annual review involving parents, school and outside agencies.

(c) Our approach to teaching pupils with special educational needs

Quality First Teaching

The teacher has the highest possible expectation for children in their class and all teaching is based on building on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected they will bring this to the attention initially of the class teacher.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

An IEP will be written to outline what will be put in place to achieve specific targets or outcomes.

The plan will include:

- Quality First Teaching approaches that are effective to enhance learning
- Proven interventions/ strategies that will be used to achieve specific targets and how they will be delivered
- Any focused support from a teacher/teaching assistant
- Resources to support IEP and to ensure access to the curriculum

Suggestions about how the parent and or pupil can contribute to the plan

The IEP is the working document to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations should be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENDCo for further advice.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

Reasonable adjustments are made to meet the range of special educational needs. Learning is planned to match the needs of pupils with SEND including group and individual adaptations. Appropriate resources to support pupils learning are provided.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

The class teacher will make decisions regarding the type of intervention need but advice can be sort from the SENDCo regarding resources including staff. We use a range of intervention that is carefully matched to your child's gaps in learning. These may include:

- Extra class support.
- Small group tuition to raise attainment in literacy and numeracy.
- Small group support in organisation, communication and interpersonal skills.
- Wave 3 intervention.
- One to one support.

The level of provision will depend upon a number of factors including their progress in other areas, their attitude to learning, what the class teacher considers to be their need and will focus upon a key area to develop their learning. Your child may work in a small group with other children with similar needs or individually. Every effort is made to timetable this effectively so that children are not missing substantial amounts of time from core subjects.

If progress has not been made despite appropriate intervention, other agencies may be contacted to provide support and advice to both the school and parents. The SENDCo will support the class teacher in collecting the appropriate evidence needed in order to make a referral. The evidence needed will vary depending upon the service required. The SENDCo holds a central file of these forms. Support may come from a number of providers including:

Local Authority services such as Autism Outreach or Specialist Teaching Service,

Educational Psychologist, Occupational Therapist, Physiotherapist.

Outside agencies such as the Speech and Language Therapy (SALT) Service.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

When a pupil starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the student, their parents, teachers and other relevant professionals.

Every pupil is encouraged to actively take part in all areas of the curriculum. Where required staff pupil ratios are increased as appropriate. Risk assessments are completed for activities outside the classroom including trips.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

Staff receive specific medical training appropriate to individual pupil needs. The Catholic ethos of our school promotes pastoral and social support. All Staff offer one to one guidance if required. Challenging behaviour is addressed through our behaviour management policy. We will create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. Pupil voice. All pupils have the opportunity to contribute to the wider aspects of the school, eg, school council and roles of responsibility.

**4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:**

SENDCo Contact Details:

Mrs A Jones- Head Teacher

Mrs R Petty and Mrs E Pimm- SEND Governors

Mrs K Richardson- SENCo and Phase leader for FS and KS1, member of SLT.

Mrs J Devine- SENCo and phase leader for KS2, member of SLT.

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

Skills audits are carried out at the beginning of each academic year, allowing training needs to be identified. A rolling programme of training can then be delivered.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends SENCOnet meetings to be updated on important national and local initiatives and to provide an opportunity for SENCOs to share good practice.

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Appropriate equipment and facilities are available for the children in our school.

## **7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

Parents have a vital role to play in their child's education. They know their child well and are often in a position to alert the class teacher to any possible concerns.

We work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

Parents and carers will be informed of their child's progress and informed of their new targets through information sent home termly. Parents/ Carers will be able to make an appointment, if required, to see their child's teacher and/ or the SENDCo in order to discuss progress or the new IEP.

Where a pupil has a EHC plan there must be an annual review involving parents, school and outside agencies. Parents will have been consulted with at all points in this process; working collaboratively with the child at the centre will ensure the best outcome. Therefore, if a child is receiving any form of intervention, parents will have been notified and the intervention explained. Should it be decided that other services are required, parents and teachers will work in partnership to complete the paperwork, be notified of when the services are coming in to work with the child and some form of feedback will be given.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Our school environment is one where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. Pupil voice.

The effectiveness of the support and interventions will be reviewed at least termly, and pupils will be asked for their views about what has worked well and what they feel now needs to happen to support their learning.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

Wherever possible the class teacher/SENDCo will deal with parental concerns and agree strategies to overcome any issues. The Head teacher and SEND Governor can be contacted to discuss any further concerns. The school's Complaints Policy is made available.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The school will appoint a Governor responsible for SEND

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND.

The SEND governor will have regard to the code of practice when carrying out their duties, liaising with the Headteacher, SENDCo and staff.

External agencies include

- Speech and Language Therapy Services
- Specialist Teaching Service
- Health Services
- Educational Psychology Service
- Occupational Therapist
- Physiotherapist
- Autism Outreach
- Inclusion Support from within schools partnership.

**11.The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

St. Mary's Catholic Primary School. 01509 212621

Mrs A Jones Headteacher

Mrs K Richardson- SENCo and Phase leader for FS and KS1, member of SLT.

Mrs J Devine- SENCo and phase leader for KS2, member of SLT.

Educational Psychologist- 0116 3055019 [www.leics.gov.uk](http://www.leics.gov.uk)

School nurse- 01509 564430

Inclusion Service- 01509 268506

Leicestershire parent Partnership- 0116 275 2097

Family Steps- 0116 305 4400

Specialist Teaching service- 0116 305 9400

Autism Outreach- 0116 305 9400

Speech and Language- 0116 295 5256

Behaviour and anti-bullying - 0116 305 5125

**12.The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

Successful liaison arrangements are in place.

Transfer meetings between pre-school providers and school, meetings with parents on Home visits prior to starting school. Induction meetings for parents and pupils. EYFS SEN meeting held for teaching staff.

KS2/3 transfer- staff meeting between year 6 class teacher and year 7 staff. Induction days for pupils. Additional induction visits for SEND pupils arranged by secondary school.

**13. Information on our contribution to the publication of the local authority's local offer.**

SEND Information Report/School Local Offer can be found on the school website.

