

**HEADTEACHER:** Mr S. Chiswell, BA Ed (Hons) NPQH  
**DEPUTY HEADTEACHER:** Mrs L. Waldram, BSc (Hons) PGCE

**Email:** stmaryscadd@cbc.beds.sch.uk  
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## **Special Educational Needs & Disability Report to Governors and Parents** **Summer 2018**

At St. Mary's Catholic Primary School, we welcome all children to our school irrespective of disability or difficulty. We have a duty to report to parents and governors on the provision for SEND.

Special Educational Needs and Disability (SEND) is a legal term. It describes the needs of a child or young person who has a difficulty or disability which makes learning harder for them than for other children their age or a disability which makes it hard for them to access facilities within a school. Around one in five children has SEND at some point during their school years, which may be overcome with a temporary intervention or may need longer lasting support.

### Policies

In accordance with the new SEND Code of Practice, which was implemented September 2014, the school's Local Offer can be viewed on the school website, or a paper copy can be requested from the school office. The Local Offer gives families of children and young people with special educational needs or disabilities information about what support services the school can provide.

The new Code of Practice is central to the school's SEND policy which was revised in January 2015. There is a greater focus on children's needs and outcomes, with a requirement for more parental involvement. For both documents, go to:

**[www.stmarysprimary.org.uk/information/policies-and-reports](http://www.stmarysprimary.org.uk/information/policies-and-reports)**

### **SEND School Profile**

At present, SEND pupils represent 12.5% (30 out of 242 pupils) of the school community:

- 5 pupils with an Education, Health & Care Plan
- 25 children at Stage 2
- Children at stage 1, are no longer on the SEND profile. These children are supported through intervention strategies and specific intervention and support programmes. Teachers plan differentiated activities to take into account the individual needs of these pupils.

All children receiving intervention are being monitored.

- SEND and Intervention timetables are set each half term by the class teacher to ensure each child who is working below age expectations are provided with adequate support.
- Target Tracker levels are used to assess a child at the beginning of an intervention and again at the end to determine whether the intervention has been successful or needs to be modified.
- Interventions are being monitored for their effectiveness in supporting pupils in making progress.
- There are 2 medical profiles which are on the SEND register. These children have a medical plan to support their needs.

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The range of special educational needs at the school include, ADHD, Autism, development delays to speech & language (for more information on SEND Provision see page 3 of the SEND policy).

The previously used Individual Educational Plan (IEP), which was created for each SEND pupil, has now been replaced by a Pupil Passport. The aim of the pupil passport is to:-

- Keep the pupil central to provision provided,
- Allow the pupil to have input into their passport,
- Provide a tool for discussions with parents/carers.

Progress of all SEND pupils is reviewed regularly with parents with a minimum of at least one review per term in each academic year.

### **Key Personnel**

SENDCO – Sarah Ball – s.ball@cbc.beds.sch.uk

SEND Governor – Position vacant

### **SEN Training completed by staff 2017 – 18**

Autism course  
De-escalation strategies for challenging behaviour  
Toe by Toe training  
Speech and Language course  
Nurture group training  
ODD Training  
Precision Teaching Training  
BLANKs Training  
Play Therapy Training  
Social Skills Group Training  
Manual Handling Training  
Using Lego to support children with SEMH

### **External Agencies**

The school has been working with the following agencies:-

- Speech and Language Therapy
- Educational Psychologist
- The Jigsaw Centre
- Edwin Lobo Centre
- CHUMS – Child Bereavement, Trauma and Emotional Wellbeing Service
- Occupational Therapy Service for Children
- Central Beds SEND Team
- HAST VI Team
- Early Years Advisory Team (SEND)
- Specialist Dyslexic Assessment Teachers
- Clive Black (Therapeutic Counsellor)
- Physiotherapy
- Access & Inclusion (Central Beds)
- Chiltern School
- School Nursing Team

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## **Budget & Resources**

The SEND budget is approx. 5% of the annual budget. This is typically spent on training, TA funding and resources.

In February 2017, a nurture group was introduced. It is part of the whole school approach to inclusion and provides support for children with social and emotional needs and SEND. The small group for 6 to 8 pupils is focused around Years 1-3. The nurture group, called the St. Mary's Crew, provides a modified curriculum within the school environment. The group is an intervention for those children who are unable to access learning successfully in their classroom.

In April 2018 we introduced Social Skills groups which are run by our Teaching Assistants. They deliver similar activities to the Nurture Group for an hour a week over 6 weeks. This enables us to reach more children which we hope will increase self esteem, resilience and confidence levels.

## **Overview of SEND Provision at the School**

This academic year there has been an emphasis on identification and support for pupils with SEND interventions being decided and implemented by class teachers with the SENDCo providing a supporting role. Our TAs provide high quality support working with SEND pupils carrying out specific intervention activities during class time. The SENDCo meets with class teachers every term and has led a number of staff meetings as part of staff training.

The SENDCo also meets every half term, with SENDCos from the Deanery schools. Working with the Deanery schools allows best practice to be shared. This relationship has been strengthened since the school joined the multi-academy trust in January 2018.

This year discussion has been focussed on provision mapping, using a uniform SEN/D assessment package and resources for use across all Deanery Schools on differentiation / quality first teaching. In addition, they have reviewed practices across Deanery Schools in order to standardise practice and share good practice on applying for EHC Plan Assessments.

**Completed by :** Sarah Ball

**Date :** 5th<sup>t</sup> July 2018