

St Mary's Catholic Primary School



School Offer for Special Educational Needs and Disabilities

2018-2019

What is The School Offer?

- As part of the Children and Families Bill 2014, all schools are required to make available their local SEND offer to families. This details how they can support children and young people with a special educational need and/or disability (SEND).
- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Definition of SEND

The term 'Special Educational Needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.

Help will usually be provided in their ordinary school, 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
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

Overview of the school

- St Mary's Catholic Primary School currently has **242** children on roll in 11 classes (plus the EYFS Pre-school setting).
- **11.9%** of pupils are identified with a special educational need (not including those with medical needs). This compares with 14.4% nationally (national 2017 data of 'all schools' www.gov.uk).
- **0.4%** of pupils have an Education and Health Care Plan. This compares with 2.8% nationally (national 2016 data of 'all schools' www.gov.uk).
- **27.5%** of our SEND Support Register are also 'Disadvantaged Pupils'.
- All areas of the school are accessible to children with gross motor difficulties.

Curriculum

- How will the curriculum be matched to my child's needs?
 - St Mary's Catholic Primary School ensures all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and 'Quality First Teaching'. This includes children who are very able, may have an additional need or have a special educational need.
 - Some children may require more focused support, and additional adults may be used to provide support where appropriate. Children who are more able will be challenged through effective differentiation in class and may be offered external workshops.
 - Each child on our SEND register will receive one of the following documents, depending on the severity of the child's needs:

A 'One Page Profile'- a simple one-page document that outlines the child's needs at a glance.

A 'Pupil Passport' - a 3-page document used for tracking progress towards targets and sharing information with parents. The child may be receiving in-house support or support from one agency in particular.

A Wiltshire 'My Support Plan' – a Wiltshire document used for children who are in contact with one or more agencies. A child must have been working from a 'Wiltshire My Support Plan' for one year before being considered for an EHCP.

- Some children may have additional needs which may require short term interventions or some additional support.
 - Some children who have a special educational need may require a 'Personalised Education Plan' which presents as an individual timetable to support their learning and enable them to access the curriculum.
 - Children are assessed under a rigorous 'Assess, Plan, Do, Review' model. For more information on this, please refer to appendix 1.
- Who can I talk to, and how, if I am not happy with what or how my child is learning?
 - The first point of contact for parents or carers is always your child's class teacher.

- Parents and carers are encouraged to speak informally to teachers after the school day, or request a formal appointment.
- Class teachers also hold formal Parent Consultation Evenings twice a year.
- Additional points of contact are:

SENDCo (Special Educational Needs and Disabilities Coordinator): Mrs Natalie Warburton

nwarburton@st-marys-pri.wilts.sch.uk

Head teacher: Mrs Jane Howie - Lee

head@st-marys-pri.wilts.sch.uk

- What is the level of support my child can get both in and out of the classroom?
The support your child receives will be tailored to their needs, through differentiated teaching, use of additional adults and personalised intervention programmes.

Extra-Curricular Social activities

- How will my child be included in activities outside of the classroom including school trips?
 - St Mary's Catholic Primary School strives to include all children in all extra-curricular activities by providing appropriate resources.
 - A full risk assessment will be carried out prior to any trips which will detail any specific needs and measures to provide for these.
 - There is a range of extra-curricular enrichment opportunities which aim to cater for all pupils.

Social Opportunities

- PTA events
- School clubs
- Seasonal events
- Sports fixtures
- Family Learning Workshops
- Church events

How will you support my child's social development within the school day?

St Mary's Catholic Primary School offers a number of interventions which can help to support your child's social development such as:

BLAST (Boosting Language and Auditory Skills)

Time to Talk (Relate counselling for children who are going through difficult experiences)

Social Skills Groups

Talk Boost

Time with an ELSA – Emotional Literacy Support Assistant

Mentor Me (a service offered by The Rise, Chippenham)

It is sometimes necessary to have a specifically tailored programme of support put in place to meet the needs of an individual or group. We endeavour to deliver tailored, bespoke interventions where appropriate. This is particularly common in English and Maths where gaps have been identified and need to be addressed.

Training and Resources

- How are the school's resources allocated and matched to my child's needs?
 - St Mary's Catholic Primary School considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching which matches children's needs.
 - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENDCo) and, where appropriate, the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based and are used to narrow the gap between your child's attainment and the attainment of their peers.
- What specialist services and expertise are available to my child?
 - As appropriate, St Mary's Catholic Primary School is currently able to access external professional support, including:
 - Speech and Language Therapy
 - Occupational Therapy
 - Child and Adolescent Mental Health Service (CAMHS)
 - Educational Psychologists
 - Specialist Special Educational Needs Service (SSENS) which includes:
 - Behaviour Support
 - Learning Support
 - Social Communication Needs
 - Qualified Teacher for Visual Impairment
 - Qualified Teacher for hearing Impairment
 - Ethnic Minority Advisory Service (EMAS)
 - Links with a School Nurse
 - Common Assessment Framework (CAF) compiled when necessary
 - Access to Parent Support Advisor (on a needs basis)
 - As appropriate, St Mary's Catholic Primary School has members of staff who specialise in:

- Sparks (Occupational Therapy Programme)
- Emotional Literacy Support (ELSA)
- BLAST (Boosting Language and Auditory Skills)
- Talk Boost
- Forest Schools
- Team Teach (Positive Handling)
- Autistic Spectrum Disorder (ASD)
- Phonics
- Challenging Behaviour
- ELS (Early Literacy Support)
- SALT (Speech and Language Therapy)
- Eurhythmy (well-being and coordination)
- Catch Up – Literacy
- Mediation
- The EYFS
- Peer Massage
- Makaton
- Pre-teaching
- Hearing Impairment
- We strive to make all our classes as inclusive as possible, by developing systems and equipment that are designed to remove barriers to learning.

Assessment and Review

- How is the decision made about what type and how much support my child will receive?
 - St Mary's Catholic Primary School strives to identify any special educational need as early as possible in order to provide the appropriate support.
 - Class teachers, supported by the SENDCo and Head Teacher, assess the attainment and progress of all children regularly. This enables the school to identify children who may have an additional need or a special educational need which can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to make the expected rate of progress
 - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENDCo) and where appropriate the Head Teacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based and are used to narrow the gap between your child's attainment and the attainment of their peers; removing any barriers to learning.
 - Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENDCO.
- How are parents and young people involved in the assessment and review of needs?

- At St Mary's Catholic Primary School, children play an active part in target setting and reviewing their progress, along with parents and carers (where appropriate).
- Through Parent Consultation Evenings and SEND review meetings, parents are involved in the assessment and review of needs.

Communication

- How will the school keep me informed about my child's progress?
 - At St Mary's Catholic Primary School, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We offer 3 x SEND Review Meetings per year in addition to parent consultation meetings.
 - Parents are also able to find out about their child's progress through Parent Consultation Evenings, Support Plan review meetings, Annual Reports, and both formal and informal discussions with their child's teacher and SENDCo.
- How will the school keep me informed about issues and problems with my child at school?
 - Other than in exceptional circumstances, your child's class teacher will keep you informed through discussion in person, over the phone, or by letter/email.
- How will I know what the schools expectations are for my child's progress?
 - In Parent Consultation Evenings and Support Plan review meetings, your child's teacher will inform you about your child's progress. Your child will also receive an annual report detailing all aspects of their efforts and development.
- Who should I talk to if I have a concern about my child in school?
 - The first point of contact for parents or carers is always their child's class teacher.
 - Additional points of contact are:
 - SENDCo
 - Head Teacher
- How will my child's voice be heard?
 - St Mary's Catholic Primary School prides itself on being a school that actively listens to all children and puts their needs as paramount in all that we do.
 - Your child will be involved in the setting and reviewing of targets.
 - St Mary's Catholic Primary School also regularly holds pupil conferences to gain pupil voice on a range of issues.

Transition

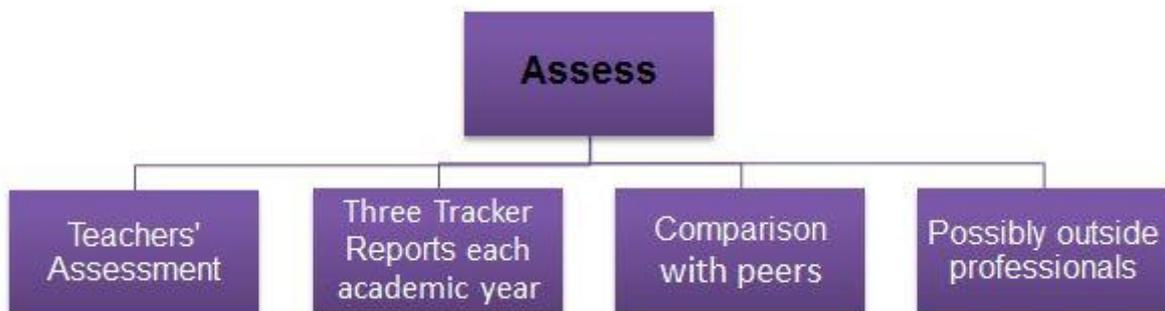
- What are the transition arrangements from pre-school to St Mary's Catholic Primary School, and from St Mary's Catholic Primary School to secondary school?
 - St Mary's Catholic Primary School has very close links with a number of local pre-schools and nurseries through the Chippenham Transition Network. St Mary's Catholic Primary School has its own EYFS Pre-school setting which is the main feeder setting.
 - We arrange additional visits to secondary school for children with additional needs or who are considered vulnerable, prior to them starting school. Colleagues from local secondary schools often visit us in the Summer term to familiarise themselves with any children who have additional needs.
- How could I arrange a visit before my child starts at the school?

- Visits to the school are warmly welcomed. You will be given a tour of the school and an opportunity to discuss any special/additional needs your child may have and how the school can effectively support them.

Appendices

Appendix 1

GRADUATED APPROACH COMPRISES OF:



Following the assessment and planning, and dependent upon the need, there are a variety of interventions that could be utilised to support the child. Following an identified need, pupils may fit the criteria for one or a combination of interventions. "Special Educational Needs and Provision" can be considered as falling under four broad areas.

COGNITION AND LEARNING

SENSORY AND/OR PHYSICAL NEEDS

SOCIAL, MENTAL AND EMOTIONAL HEALTH

COMMUNICATION AND INTERACTION



Special Educational Needs

What are Special Educational Needs and Disabilities?

Special Educational Needs and Disabilities, or SEND, is a term that is used to describe pupils who have needs over and above those that can be met by good quality classroom teaching. These needs may be within:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

They may be for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

St Mary's Catholic Primary School is proud of the work it does with all its pupils and we have significant strengths working with children with special needs. We build self-esteem with positive learning experiences and successfully involve children with whole school life. We recognise SEND with the intention of addressing unmet needs; and enabling children to have an ability to engage, and develop skills and knowledge to achieve, succeed and even excel beyond their potential across all areas of the curriculum.

We follow the guidelines set out in the 2014 Code of Practice for SEND. Teaching staff continually strive to fully understand their pupils and comprehensively meet their needs.

Continuum of Support

<p>Concern</p>	<p>If the class teacher or parent identifies a concern, the SENDCo will liaise with the class teacher over a Wiltshire Graduated Response to SEND Support (WGRSS) assessment. This process is designed to highlight any area of need. On many occasions, concerns are due to temporary changes and can be resolved without reaching the next stage.</p>
<p>SEND Support</p>	<p>Children who are identified with non-temporary learning needs will become part of a single category known as SEND Support. Their progress will be monitored by the class teacher and SENDCo and they will compile a 'Pupil Passport' in conjunction with their</p>

	teacher. They will also receive 3 x SEND Review Meetings per year. The SENDCo may also attend these meetings if necessary.
Wiltshire 'My Support Plan'	This is a detailed document stating all of the child's needs and intended outcomes. It is written by the parent and SENDCo before being registered with Wiltshire County Council. This document can be used to build evidence towards future statutory assessment.
Wiltshire 'My Plan' Education and Health Care Plan (Statutory Assessment)	The EHCP replaced the 'Statement of Special Educational Needs'. Personnel from the local authority will liaise with the SENDCo and class teacher over the child's provision. All professionals that support the child will meet with their family for an Annual Review or 'Person Centred Review'. Children with EHCPs receive funding to ensure that the school can support them effectively.

Here is some key information for parents regarding the SEND Code of Practice from 2014:

Why were changes made to the SEND system?

The Government transformed the system for children and young people with Special Educational Needs and Disabilities (SEND), including those who have disabilities, so that services consistently support the best outcomes.

The Children & Families Bill extended the SEND system from 0 to 25, giving children, young people and their parents' greater control and choice in decisions and ensuring needs are properly met. There were also changes to the way SEND is funded, as part of school reform.

What do the SEND changes mean for Teachers?

Under the 2014 SEND COP, Teachers are more accountable for the progress of pupils with SEND, even those who receive extra support from specialist staff. If a pupil is not making enough progress, Teachers, SENDCos and parents should work together to solve any problems, and to plan targeted support and teaching strategies.

Teachers should expect to be judged in their appraisals on how well they teach pupils with SEND. It is important that they know how to identify different kinds of SEND and support pupils with different needs.

What has replaced SEND statements?

Under the new Code of Practice, Statements of SEND will no longer be produced and have been replaced by Education, Health & Care Plans (EHCPs).

These have replaced statements and learning difficulty assessments (LDAs) and will stay in place up to the age of 25, wherever a young person stays in education and still has needs that require an EHCP, i.e. an EHCP will continue only for young people who choose to stay in education or training.

For most young people this will be to go to further education (college), or to get an apprenticeship.

What has replaced School Action and School Action Plus?

Children who were previously within these categories will now be under one single category known as 'SEND Support'.

If you need any further information regarding The Local Offer, please contact our Special Educational Needs and Disabilities Co-ordinator (SENDCo) Mrs Natalie Warburton (contact by email nwarburton@st-marys-pri.wilts.sch.uk or telephone 01249 653469).