



# **St. Mary's RC Primary School**

## **SEND Information Report**

Date last reviewed:

January 2023

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We aim to provide a safe, caring, Catholic community where each member is valued and respected and enabled to achieve their potential through a broad and balanced curriculum. This is summed up neatly in our school motto: To learn and grow together in Christ.

Lancashire Local Offer can be found using this link.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

St Mary's R. C. Primary School is a mainstream primary school. It is a place where the Spirit of Christ lives. It is a school where all children are welcomed and nurtured in a union of support between school, home and parish so that each may reach their full potential. We celebrate the uniqueness of the individual and believe that each child is created in the image and likeness of God and has a spiritual journey to fulfil. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

The school's SENDCo is Mrs Amanda Barrett. She works in school and can be contacted by email: [a.barrett@st-marys-burnley.lancs.sch.uk](mailto:a.barrett@st-marys-burnley.lancs.sch.uk) Alternatively, an appointment to see Mrs Barrett can be made via the school office by telephoning: **01282 427546**

At St Mary's R.C. Primary School our SEND profile for 2022-2023 shows we have 17.1% of children identified as having SEND. This percentage is made up of the following groups:

6.7% are identified as having SEND linked to Cognition and Learning as a category of need (including maths, reading, writing and spelling etc.)

5.7% are identified as having SEND linked to Communication and Interaction as a category of need (including speech and language difficulties and problems with social interaction)

0.9% are identified as having SEND linked to Physical and Sensory as a category of need (including disabilities such as those affecting mobility, sight and hearing)

3.8% are identified as having SEND linked to Social, Emotional and Mental Health as a category of need (including Autism, Aspergers, ADHD, ADD, Attachment Disorder, anxiety, depression and behavioural difficulties)

41.6% of our SEND register have a Statement or Education and Health Care Plan.

7.2% of our school population have a Statement or Education and Health Care Plan.

At St Mary's R.C. Primary School we are committed to working together with all members of our school and local community. We want all adults and children to participate in learning. We strive to create an inclusive culture in our school so that all children regardless of individual need make the best possible progress. We value quality first teaching for all and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school.



Our whole school system for monitoring progress includes regular pupil progress meetings. Some of our pupils may require additional support so that they can access the curriculum at an appropriate level and continue to make progress.

### **Identifying Special Educational Needs Disability**

Special Educational Needs Disability provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

(SEND code of practice 2014)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with other members of staff to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, Phonics screening, SATs, PIVATS, standardised scores, specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to provide children with the correct help and support and ensure the school is best meeting the needs of every child.

The Code of Practice (2014) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching.

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEND register is kept by the SENDCo in consultation with class teachers.

### **A Graduated Approach to SEND**

**Wave 1:** high quality universal teaching differentiated for individual children is the first step in responding to pupils who may have SEND. This means:

- The teacher has the highest possible expectations for all pupils in their class.
- All teaching is built on what children already know, can do and can understand.
- Different ways of teaching are in place so that children are fully involved in learning.
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn.
- Teachers will let parents know what their child is learning and how they are progressing.

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement. Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning is identified and addressed through targeted interventions. All the information about a child's progress is considered alongside national data and expectations of progress. This level of support is called SEND Support and is school based.

**Wave 2: Targeted interventions:** This can be small group or specifically differentiated for individual children and is the next step in responding to pupils who may have SEND.

These may be run in the classroom during lessons or in sessions outside of and in addition to whole class learning.

They are teacher led and may be delivered by a teacher or teaching assistant.

These are usually group sessions with specific targets taken from their IPP to help children to make progress - targets are used in both group and class work.

Interventions will be assessed and monitored by the Assessment Lead who will report to the Leadership Team.

**Wave 3: Specific Individual support:** This can be individual or specialist for individual children and is the next step in responding to pupils who may have SEND.

Some pupils will receive 1:1 support; such as if the learner has a Statement of SEND or Education, Health and Care Plan (EHCP) or if they have been assessed by outside agencies. Children with Social and Emotional and Mental Health needs are supported by a member of the pastoral team. For higher levels of need school may liaise with external agencies and professionals. Specialist agencies include Speech and Language Therapy Service, Occupational therapy, Physiotherapy, Educational Psychology Service, Holly Grove School, IDSS, Paediatricians or SEND Services.

Staff are trained regularly with regard to SEND and specific training is offered according to need.

The school nurse team are available to train staff for any specific medical need.

We have support assistants trained to support teachers and pupils within school.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

We review educational processes for all children in school termly.

### **Monitoring and Evaluating SEND provision in school**

Monitoring arrangements allow for a process of continuous review in school and improvement of provision for all pupils. The SENDCo reports to governors on the SEND provision within school.

Parents take part in annual review meetings for children with Statements or Education, Health and Care Plan (EHCP). They receive copies of all relevant paperwork concerning their child. Pupils always contribute to their own reviews at their own level. Individual targets are set for all children with SEND and these are reviewed termly or half termly as appropriate. The SENDCo and Learning Mentor regularly support parents of children with SEND to be fully involved in their child's school life. School operate an open door policy with regards to any concern a parent may have. Regular meetings with key staff, SENDCo or Leadership Team look at the effectiveness of the provision made for children with SEND and disability.

### **Managing Pupils Needs on the SEND register:**

Every class teacher works alongside other professionals both in and out of school and is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place.

A class teacher may use a range of ways to record next steps such as:

- Individual provision plans
- Individual behaviour management plans
- SEND support plans
- Provision maps

We use the Common Assessment Form (CAF) process and Team Around the Family (TAF) to facilitate links with other agencies.

**Transition**

Transition between schools and key stages is fully supported at St. Mary's R.C. Primary School. Children and families have opportunity to access support in order to support smooth transitions. For transition from Key Stage 2 to 3 each child takes part in the taster sessions organised by the secondary schools. A member of staff takes responsibility for organising extra transition visits for our vulnerable children.

**Accessibility**

Our school is on one floor and most rooms which children can enter are accessible. All outdoor playgrounds are accessible. All classrooms have accessible toilets. Information is available on the school website and noticeboards are placed around school in addition to regular newsletters.

St Mary's R.C. Primary School has a daily free Nurture club and some after school activities for children. There are opportunities for children to take part in various clubs.

**Roles and Responsibilities:**

The person responsible for managing SEND provision (SENDCo) in school is Amanda Barrett, who is a member of the Leadership Team. SEND Governor: Mrs Selway

Designated Lead for Safeguarding: Ian Jones  
Deputy Designated Lead for Safeguarding: Amanda Barrett  
Children Looked After (CLA) Lead: Amanda Barrett

Children with Medical Needs: Ian Jones/Amanda Barrett

Special Educational Needs and Disability Officer (SEND0) from the Local Authority: Carla Fazackerley  
01282 471241

In order to make decisions about next steps for their children families can access the school's SEND policy on the school's website and Lancashire's Local Offer

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>