



# SEND INFORMATION REPORT

September 2023

*Part of the Nicholas Postgate Catholic Academy Trust*

The 'SEND and Additional Needs' Policy has been written following advice from the SEND Code of Practice 2014 and the DfE. It has been written and reviewed after consultation with the SLT and Governors.

<b>Written by</b>	<b>Mrs K Mendum (SENDCo)</b>
<b>Review Frequency</b>	<b>Annually</b>
<b>Date for Next Review</b>	<b>September 2024</b>
<b>Headteacher Approval</b>	<b>Mrs A. McClurey</b>

## **SEND information report**

St. Mary's Catholic Primary School is a mainstream school. Pupils attend from the age of 2 years to 11 years.

St. Mary's Catholic Primary School aims to ensure that all children's individual needs are met so that they are able to achieve their educational potential. We ensure all children's individual needs are met through our core values and curriculum drivers. At St. Mary's, we aim for every child to learn through love, be aspirational, be articulate, be knowledgeable and curious individuals.

We are committed to providing, for each pupil, the best possible environment for learning so that they can be the best they can be. We believe that all pupils can make good progress, whatever their starting point. In implementing this policy, we believe pupils will be helped to overcome their difficulties. We encourage pupils to strive constantly to gain independent learning skills and have the courage to take risks and develop personal responsibility to make a successful transition to adulthood.

In St. Mary's Catholic Primary School, every teacher is a teacher of every child, including those with SEND.

The Code of Practice expects all schools to support pupils with SEND to:

- achieve their best.
- become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Upon entering Nursery, children are assessed; this is called a baseline assessment. Formal assessments are then carried out at regular intervals; at least termly, so we can track your child's progress over time. Children throughout the school are assessed regularly and monitored during termly progress meetings with the Class Teacher, SENDCo and the Senior Leadership Team.

Parents are invited to attend work sharing sessions with their child and their child's teacher each term to discuss their progress and achievements. Parents are also offered consultation meetings in addition to these sessions. If necessary, further meetings between parents and class teacher, and in some cases the SENDCo are held. These meetings help us to build up a clear picture of your child's needs. The SENDCo may carry out further assessments and observations of needs in response to parent and/or staff concerns. If required the school will bring in external professionals to further assess and give recommendations for appropriate provision and support.

Nicholas Postgate Catholic Academy Trust SEND Policy is available in the Policies tab.

### **St. Mary's Catholic Primary School Local Offer:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia, global development delay.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Early Childhood Trauma, Adverse Childhood Experiences.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and diabetes.
- Moderate/severe/profound and multiple learning difficulties.

### **Admissions for Pupils with SEND:**

Our admission arrangements for pupils with SEND are the same as for every child in school. However, if special provision needs to be made (for example due to a physical or medical need) then a meeting with parents (and specialist services if appropriate) will be sought in the first instance to ensure that school are fully prepared to meet the child's needs. If a child with an Education Health Care Plan (EHCP) is transferring to us, then we will seek advice from other professionals and consult with the Local Authority SEND Team to ensure our school can fully meet their needs.

### **Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether a reasonable adaptation and additional support is needed.

## Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

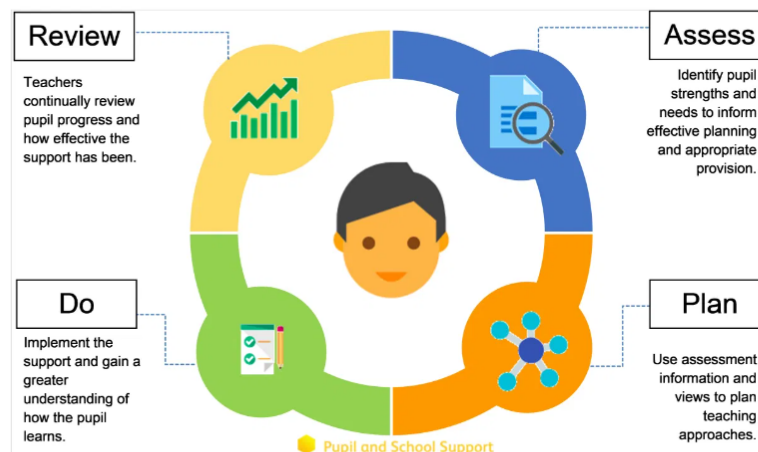
- Everyone develops a good understanding of the pupil's areas of strengths and difficulties.
- The voice of the child is captured.
- Parental concerns are taken into account and the voice of the parent(s)/carer(s) is captured.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents if requested.

We will always consult with parents and gain their consent to enter the child onto the SEND Register when it is decided that a pupil requires SEND support.

## Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach set out in the SEND Code of Practice and carry out the four-part cycle of **assess, plan, do, review**.



The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of the parents/carers.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed termly and parents will be part of this process during Parent Consultation Sessions.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting pupils moving between phases and Preparing for Adulthood**

We will share information between key stages and when the child moves from one year group to the next, ensuring best practice is shared to ensure the child is supported within the classroom setting. We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **Our approach to teaching and supporting pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High, quality first teaching is our initial step in responding to pupils who have SEND. Children who need additional support will be scaffolded by resources and adult support based on their individual need(s).

We will also provide the following interventions:

Early Years:

- Quality Interactions and Sustained Shared Thinking within Early Years.

- Take Ten
- 1-5 Questioning Rule
- Phonics Interventions

KS1 and beyond:

- Write from the Start
- Letter Joins handwriting
- Responsive/Focused PSHE Interventions
- ELSA (Emotional Literacy Support Assistant) Intervention
- Rainbows Support (Bereavement and Loss)
- Child Psychotherapeutic Counselling Service
- In-house Mental Health Support Team -supporting a range of mental health needs.

KS2 Only:

- Rapid Catch Up Phonics
- Responsive/Focused PSHE Interventions
- ELSA (Emotional Literacy Support Assistant) Intervention
- Rainbows Support (Bereavement and Loss)
- Child Psychotherapeutic Counselling Service
- In-house Mental Health Support Team -supporting a range of mental health needs.

These are in addition to the high, quality first teaching each child in school receives.

### **Adaptations to the curriculum and learning environment**

As a school, we ensure that all our classrooms offer a low stimulus environment. All classrooms have the same, formatted Visual Timetable to aid transition between sessions and classrooms.

We make the following adaptations to ensure all pupils' needs are met:

- Providing scaffolds to our curriculum to ensure all pupils are able to access it.
- Adapting our resources and staffing.
- Using recommended aids, such as visual timetables, communication visuals, coloured overlays, writing slopes, larger fonts, coloured resources and exercise books, sensory resources and technology.
- Providing scaffolds to give children longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Small, nurture group provision giving children the opportunity to access The Treehouse Programme, a bespoke, therapeutic and curriculum offer to support children's individual needs .
- Bespoke, individualised timetables and curriculum offers.
- A sensory room to support children's sensory seeking needs and de-escalation.

### **Additional support for learning**

Teaching staff will deploy learning support staff to support pupils on a 1:1 basis as and when required.

Teaching staff and learning support staff may support pupils in small groups within the classroom if and when required.

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teaching Service
- ASD Specialist Teachers
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists, both Local Authority ran and Private Sensory Occupational Therapist Specialists.
- Physiotherapists
- Local Authority SEND Team.
- Hearing Impaired Service & Teachers of the Deaf
- Visually Impaired Service
- CAMHS (Children and Adolescent Mental Health Service)
- School Nursing Service
- Mental Health Support Team

- THRIVE
- The Junction (offering therapeutic support/Young carers support)
- The Link (offering therapeutic support)
- Headstart
- The Bungalow Partnership - Play Therapy
- EVA (support for families who are affected by domestic violence)
- Attendance and Welfare service
- Virtual Schools
- Social Care

### **Expertise and training of staff**

Our SENDCo has over 7 years' experience in this role.

The SENDCo is also the Assistant Headteacher and Designated Safeguarding Lead and has sufficient time allocated a week to manage the SEND Provision within school.

We have a team of nine teaching assistants, including four higher level teaching assistants (HLTAs).

We have three teachers and five teaching assistants who are trained in Understanding Autism Level 2.

We have one teacher and two teaching assistants who are trained in Understanding Behaviour that Challenges Level 2.

We have two members of staff trained to be an ELSA (Emotional Literacy Support Assistant).

We have a full-time Parent Support Advisor.

We have an in-house experienced counsellor to offer 1:1 Child Psychotherapeutic Counselling sessions to support children's emotional wellbeing.

We have a trainee counsellor to offer check-in, check-up and check-out services and 1:1 Child Psychotherapeutic Counselling sessions to support children's emotional wellbeing needs.

**We are a Communication Friendly setting.**

**We are a THRIVE Setting.**

**We are an Attachment and Trauma Aware school.**

**We have achieved the SEND Inclusion Award (SENDIA)**



## **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing children's SEND Support Plans and the provision stated on these plans.
- Reviewing pupils' individual progress towards their targets each term.
- Monitoring the provision (Section F) of children who have an EHCP.
- Holding Annual Reviews for pupils with EHC plans.
- Reviewing the impact of interventions both during the intervention and at the end.
- Using pupil and parent questionnaires.
- Monitoring by the SENDCo
- Using provision maps to measure progress.

## **SEND Provision**

St. Mary's is an inclusive school which supports the needs of all children holistically. The SEND provision in St. Mary's has been reasonably adapted and carefully developed in response to the needs of the children. St. Mary's has a small nurture group which offers a short-term, inclusive, focused intervention that works in the long term. The adults in the nurture group assess learning and social and emotional needs and give the necessary help to remove the barriers to learning, whilst building emotional resilience in the child. The curriculum in the nurture group offers a bespoke curriculum which is individualised to children's specific needs.

## **i-Thrive**

i-Thrive is a needs based approach which allows children to get the right help, at the right time, at the right level.

In school, we have identified the following support on offer to enable us to communicate with multi-agency professionals the correct level of support needed for our children.

Getting Advice

Those who need advice and signposting.

- Class Teachers
- Support Staff
- Subject Leads
- Leadership Team
- Senior Leadership Team
- Headstarters Pupil Group

Getting Help

Those who need focused goals based input.

- Curriculum Interventions
- Specialist Teaching Support
- Speech and Language Therapy
- ELSA (Emotional Literacy Support)
- Rainbows (Bereavement and Loss)
- Mental Health Support Team
- Group Psychotherapeutic Counselling

**Thriving**

Those whose current need is support to maintain mental wellbeing through effective prevention and promotion strategies.

Getting Risk Support

Those who have not benefited from or are unable to use help, but are of such a risk that they are still in contact with services.

- CAMHS Crisis Team
- Psychological Assessment
- Local Authority Intervention

Getting More Help

Those who need more extensive and specialised goals-based help.

- Educational Psychologist
- Specialist Speech and Language Therapy
- Neurodevelopmental CAMHS Team
- 1:1 Child Psychotherapeutic Counselling
- The Treehouse Programme
- The Sensory Room
- Individual Risk Assessment

## The Treehouse Programme

### **What is 'The Treehouse Programme':**

At St. Mary's we ensure that **all children are taught in love, they know love and they show love.**

At St Mary's we are proud to offer a dynamic, inclusive and nurturing learning environment, an education which inspires academic excellence and confidence for life. Our 'i-Thrive' approach, to the quality of education we provide, ensures all children reach their full potential. Our children know that like Mary, they too are special; they are chosen; they are loved. We are inspired by Mary's bravery to say yes to God's call, and just like Mary, when we say yes to new opportunities our lives can change forever.

Some pupils across school access a range of additional activities which enhance their curriculum depending upon their individual needs.

The Treehouse Programme is a provision within school that provides an enhanced, safe and stimulating environment, together with a bespoke curriculum offer which is appropriate to the needs of each individual child, and delivered by experienced members of staff.

At some point in a child's education journey, they might need "help" with something. It might be that they need help with their learning and ensure good progress or it may be their wellbeing and behaviour. The Treehouse is designed to allow children to be supported within a smaller, nurturing provision with a higher adult to child ratio, offering a thematic approach to teaching the curriculum which is underpinned by PSHE.

There are 2 Curriculum Pathways within the St. Mary's:

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- St. Mary's Hybrid Curriculum Pathway
- St. Mary's Therapeutic Curriculum Pathway

Children who have access to the Treehouse will follow one of the curriculum pathways, however there may be pupils within the class group who need individual timetables and will demonstrate a hybrid model of the two curriculums and provision.

## The Treehouse Programme Aims:

- To provide a setting in which children feel safe, secure and happy.
- To provide an environment that enables children to explore their identity and develop their self-awareness, self-esteem and self-confidence and promotes independent learning behaviours.
- To enable children to develop emotional awareness, emotional understanding and the skills required for self-regulation.
- To provide opportunities for children to achieve and succeed, enabling them to hold a positive view of themselves and those around them.
- To enable children to develop positive relationships with their peers and adults.
- To provide an accessible, broad and balanced curriculum.
- To create a strong bond between children, parents and school.

## The Provision:



In addition to this, St. Mary's has its own sensory space to support children with additional sensory needs.



### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available and made accessible to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The school Accessibility Plan and Policy can be found on the school website in the policies section.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of Rights Respecting club to promote teamwork/building friendships etc.
- Pupils with SEND are encouraged to take responsibility roles for different groups across the school, for example, house groups, Eco Warriors, Stewards of Creation and more.
- Children in EYFS have PSHE embedded within their provision.
- Children from Y1 – Y6 take part in weekly PSHE and mindfulness sessions to support their Social, Emotional and Mental Health.
- We have two members of staff trained to be an ELSA (Emotional Literacy Support Assistant).

- We have an in-house experienced counsellor to offer 1:1 focused sessions to support children's emotional wellbeing.
- We have a trainee counsellor to offer check-in, check-up and check-out services and support children's emotional wellbeing needs.
- We are working with a local Mental Health Support Team and were asked to be a trailblazer school for this team.
- St. Mary's is a Thrive Setting.
- St. Mary's is a Headstart School.
- St. Mary's is an Attachment and Trauma Aware School.

We have a zero tolerance approach to bullying and outline this in our Child on Child Abuse Policy which can be found on our school website.

### **Working with other agencies**

If a child continues not to make adequate progress, the Class Teacher will work with the SENDCo to ask for help from specialists outside agencies. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, Occupational Therapists, Speech & Language, the School Nurse, Specialist Teaching Services, The Local Authority, SEND Provisions and Social Care. This would be to further support the child's individual needs, as well as support for the child's family.

### **Complaints about SEND provision**

The school has a statutory complaints procedure. This policy can be found on the school website or is available upon request from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEN**

Details of support services for parents of pupils with SEN can be found here: <http://www.peoplesinfont.org.uk/kb5/redcar/directory/localoffer.page>

### **Contact details for raising concerns**

**Mrs A. McClurey:** Executive Headteacher (DDSL)

**Mrs K Mendum:** Assistant Headteacher and SENDCo (DSL)

TEL: 01642 455309

Email: [enquiries@stmarys.npcat.org.uk](mailto:enquiries@stmarys.npcat.org.uk)

### **The local authority local offer**

Our contribution to the local offer is available on the school website.

Our local authority's local offer is published both on the school website and can be found at <http://www.peoplesinfont.org.uk/kb5/redcar/directory/localoffer.page>