



ST MARY'S CATHOLIC PRIMARY SCHOOL

A large, colorful watercolor splash in the shape of a rainbow, with colors transitioning from red on the left to purple on the right. The colors are red, orange, yellow, green, blue, and purple.

ISEND Information Report

[Sept 21]

Introduction

At St Mary's, we are committed to ensuring that our curriculum is fully inclusive so that all children have the very best chance at succeeding and reaching their full potential in life, regardless of their level of ability or need. We recognize the uniqueness of each child and tailor our provision according to their individual needs and contexts.

Aims

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school and nursery meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk. In the report, we explain how we meet our duties towards children with special educational needs and disabilities through our support and provision.

This report links to our SEN policy. For more information on the law and guidance we follow, see www.eastsussex.gov.uk/localoffer

We will keep this report up to date. The Governors will also review this report every year, and will involve children and parents. If you want to give us feedback about the report, please contact the school office

Part A – Overview of SEND at St Mary's

Part B – SEND Provision at St Mary's

Part C – Frequently Asked Questions

Overview of SEND at St Mary's

At St Mary's, there are:

- 217 children on role in Reception through to Year Six
- 15 pupils identified as needing SEND support
- 3 pupils have an Education Health Care Plan (EHCP)
- 1 pupil with an Individual Health Care Plan (IHCP)

At St Mary's, we have a dedicated Inclusion Team to support pupils with SEND in making progress against their target areas.

The Inclusion Team is led and directed by the SENCo/Inclusion Lead.

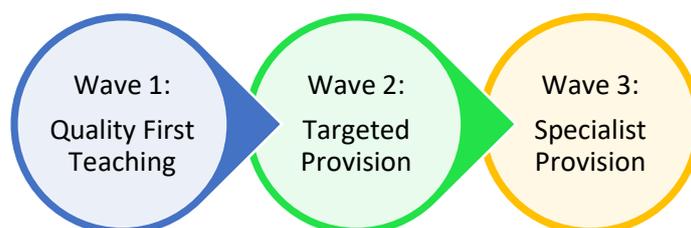
Name	Role / Responsibility
Mr Daniel Getty	SENCo and Inclusion Lead
Mrs Alison Pallant	Speech and Language Learning Support Assistant
Mrs Sheenagh Thorpe	Inclusion Learning Support Assistant
Mr Owen Coleman	Inclusion Learning Support Assistant

SEND Provision at St Mary's

There are four broad areas of need, as set out in the SEND Code of Practice:

Communication and Interaction	Cognition and Learning
Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs

St Mary's uses the graduated approach to supporting pupils, recognising that **all** children will benefit from Quality First Teaching practices, that **some** children will need targeted intervention beyond this and that a **few** children will need additional specialist intervention in order to achieve the best outcomes.



The table below sets out how St Mary's supports children whose needs fall within the four broad areas of need through the three waves of intervention.

Area of Need	Quality First Teaching	Targeted Support	Specialist Support
<p><u>Communication and Interaction</u></p> <p><i>Difficulties can include:</i></p> <ul style="list-style-type: none"> • Understanding language (receptive language); • Using language (expressive language); • Understanding how to communicate socially with other people (social language); • Recognising and managing emotions (emotional literacy); <p><i>Students may have conditions such as:</i> Specific Language Disorder, ASD/ASC (Autism), speech sound disorders/delay, stammering.</p>	<ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice) • Visual aids to support key vocabulary, concepts and themes; • Dedicated and caring staff who value all students regardless of ability; • Access to assessment for identification of significant needs. 	<p><i>As for all St Mary's pupils plus...</i></p> <ul style="list-style-type: none"> • Assessment and identification of speech and language need and feedback to parents and staff • Small group sessions with specialist Learning Support Assistant; • In-class Learning Support Assistants help in some lessons; • Transition programmes. 	<p><i>As for all St Mary's pupils plus...</i></p> <ul style="list-style-type: none"> • Help from an external agency (e.g. tailor made 1:1 session with a speech and language therapy assistant); • The English as an Additional Language Service provide Specialist Teachers to support children who do not have English as their first language. • Tailor made 1:1 sessions with other specialist staff • Individual Learning Support Assistants help in lessons • On-going monitoring and regular feedback to parents and students (at least twice

			per year and including the Annual Review where an EHCP is in place).
Area of Need	Quality First Teaching	Targeted Support	Specialist Support
<p><u>Cognition and Learning</u></p> <p><i>Difficulties can include:</i></p> <ul style="list-style-type: none"> • Reading and spelling; • Learning new information and concepts; • Working with numbers; • Working memory; • Concentration; <p><i>Students may have conditions such as:</i> Specific Learning Difficulties, dyslexia, general learning difficulties, Attention Deficit (and Hyperactivity) Disorder (ADD/ADHD), Fragile X, Down Syndrome, Foetal Alcohol Syndrome.</p> <p>Students may present with difficulties that do not have a specific title.</p>	<ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice); • Visual aids to support key vocabulary, concepts and themes; • Access to assessment for identification of significant needs; • Transition programmes; • Dedicated and caring staff who value all students regardless of ability. 	<p><i>As for all St Mary's pupils plus...</i></p> <ul style="list-style-type: none"> • Blocks of small group lessons that focus on a range of needs such as sentence composition, comprehension, working memory, spelling; • Where needed, help from an external agency (e.g. Educational Psychologist); • Learning Support Assistant help in some lessons. • Access to technology to support cognition (e.g. Clicker 8) 	<p><i>As for all St Mary's pupils plus...</i></p> <ul style="list-style-type: none"> • Tailor made 1:1 tuition led by Class Teachers and/or specialist Learning Support Assistants; • Help from an external agency (e.g. Educational Psychologist); • Regular reviews of progress towards agreed outcomes, strategies and interventions for students, which informs future planning; • On-going monitoring and regular feedback to parents and students (at least twice per year and including the Annual Review where an Education Health and Care Plan [EHCP] is in place). • External agency advice where needed.
Area of Need	Quality First Teaching	Targeted Support	Specialist Support
<p><u>Social, Emotional and Mental Health Difficulties</u></p> <p>This section includes all those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education.</p>	<ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice); • Access to assessment for identification of significant needs; • Whole school Reward System; 	<p><i>As for all St Mary's pupils plus...</i></p> <ul style="list-style-type: none"> • Access to assessment for identification of significant needs • Intervention groups - behaviour/social skills/self-esteem/stress management/anger 	<p><i>As for all St Mary's pupils plus...</i></p> <ul style="list-style-type: none"> • 1:1 adult mentoring; • Outside agency input (eg. Educational Psychologist, Fegans Counselling Service, Early Help Team, CAMHS, Support from Health

<p>It also includes young people who have a range of longer-term recognised mental health conditions.</p> <p><i>For both groups, challenges can include:</i> Forming and maintaining relationships; Bereavement and loss of all types, for example divorce, adoption; death of a relative or pet, serious illness; Attitudes to attainment; Attendance; Self-esteem; Life outside school, for example, young carers.</p>	<ul style="list-style-type: none"> • In-class Circle Time; • Whole school policy for behaviour management with graduated response; • Anti-bullying policy; • Play leaders; • Dedicated and caring staff who value all students regardless of ability. 	<p>management/nurture;</p> <ul style="list-style-type: none"> • In-class support in some lessons. 	<p>and Social Care team, school nurse);</p> <ul style="list-style-type: none"> • Flexible timetables; • In-class support from Learning Support Assistants/Class Teacher; • Personal Special Educational Support Plan.
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Area of Need	Quality First Teaching	Targeted Support	Specialist Support
<p>Sensory and/or Physical Needs</p> <p><i>Difficulties can include:</i></p> <ul style="list-style-type: none"> • Vision; • Hearing; • Gross motor co-ordination; • Fine motor co-ordination; • Self-organisation for daily living; • Sensory processing. <p><i>Students may have conditions such as:</i> cerebral palsy, physical injury, Sensory Processing Disorder and dyspraxia.</p>	<ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice); • Visual aids to support key vocabulary, concepts and themes; • School adheres to guidelines on physical access; • Access to assessment for identification of significant needs; • Dedicated and caring staff who value all students regardless of ability. 	<p><i>As for all St Mary's pupils plus...</i></p> <ul style="list-style-type: none"> • Small group handwriting /fine motor/keyboard skills training, eg Jump Ahead programme; • Access to the School Nurse Service; • Access to assistive technology, software, and iPad applications. • Access to in-class/playtime Learning Support Assistant support. 	<p><i>As for all St Mary's pupils plus...</i></p> <ul style="list-style-type: none"> • Personalised support plans; • 1:1 outside agency support from Advisory Teachers; • Individual handwriting /fine motor skills training; • Specialist equipment and materials, such as low vision aids and enlarged adapted resources; • Access to assistive technology, software, audio digital books and iPod applications; • Targeted Learning Support Assistant help for complex medical needs, including practical

Frequently Asked Questions

What should I do if I think my child may need extra support?

At St Mary's, we value the parent-school relationship and recognize the pivotal role of parents as the prime educators of their children. We appreciate that no one knows a child better than their parents/carers, so we encourage any parent/carer concerned about their child to contact the class teacher once their child has joined St Mary's. In addition, our Inclusion Lead, Mr Getty, is responsible for all children with special educational needs at the school and is available to discuss any concerns or queries. The planned provision for any child identified as having a special educational need is tailored to meet their specific need/s and their progress will then be monitored closely and, if appropriate, advice or support obtained from other professionals.

How does St Mary's know if my child needs extra help?

- Information from your child's pre-school/nursery or previous school.
- Home visit by class teacher prior to starting school
- Class teacher visit to feeder pre-school to observe your child and speak to their key worker
- Information from other professionals who have worked with your child, for example a speech and language therapist or consultant paediatrician.
- Once in school, checking your child's progress and development regularly, identifying areas of difficulty, and comparing achievements to that of children of a similar age.
- If we have concerns we may ask your permission to contact other professionals to give advice and support.

How will school staff support my child?

Your child's needs will be met within the class supported by high quality teaching (Quality First Teaching), which is planned to facilitate all children's learning and progression. All children will be given appropriate tasks and materials.

- Your child's own perceptions of his/her strengths and difficulties are important and he/she will be encouraged to be involved in monitoring and reviewing his/her progress through self-assessment and self-evaluation with the use of pupil-voice.
- The progress of all children is reviewed on a termly basis.
- Where necessary, your child's class teacher will discuss your child's needs with the relevant Subject Leader, in the first instance, then the SENCO/Inclusion Lead. Advice on new strategies may be suggested for use in the classroom. If there is little or no improvement, staff will assess to decide upon outcomes, then plan appropriate interventions to put in place to provide support. These interventions will be recorded on an Additional Needs Plan which will be discussed with you, reviewed regularly for effectiveness, and revised as appropriate with your permission.
- Where necessary the school may wish to ask for support from outside agencies, which will

be discussed with you and a referral made, again, with your permission.

- There is a designated ISEND Link Governor who liaises with the SENCO/Inclusion Lead regularly.
- Learning targets are given regularly throughout the year and are reviewed in order to provide personalised learning.
- Children work in a variety of groupings for example, small supported groups, one to one with an adult, mixed ability and similar ability groups.
- Your child's own perceptions of his/her strengths and difficulties are important and, he/she will be encouraged to be involved in monitoring and reviewing his/her progress through self-assessment and self-evaluation with the use of pupil voice strategies.

How is the decision made about what type and how much support my child will receive?

- Every child's progress is tracked throughout the year - if the rate of progress is lower than expected for your child's age, the Class Teacher will review the class provision within Quality First Teaching.
- The monitoring of individual pupil progress through Pupil Progress Meetings, held three times a year, ensures that new concerns are discussed and current interventions are reviewed for impact. Any outcomes from these meetings will be communicated to you by the Class Teacher.
- If there continues to be little or no progress, the Class Teacher will consult with the Subject Leader and put into place any advice given.
- If progress remains still lower than age related expectations, the Class Teacher will consult with the SENCO/Inclusion Lead.
- Each child's needs are assessed individually, using the SEN Code of Practice guidance.
- Reports and assessments from outside agencies, for example the Educational Psychology Service or Speech and Language Therapy Service, will often be used to inform the type and level of support, and/or resources necessary.
- If support over and above the curriculum provided for the year group in general is required, your child may be entered on to the school's SEND Register. You will be informed of this. Pupils will remain on the Register until either they leave school or until they no longer require extra intervention. Parent/carer views and wishes are always taken into account.
- At this point, Class Teachers will produce Additional Needs Plans for those children who are receiving a variety of interventions. These plans are written in Terms One, Three and Five. These will be presented to you for your comments and agreement, usually via email.
- As a result of the above, face-to-face review meetings may be necessary to discuss your child's progress towards their agreed outcomes and any revision of the provision. These involve yourself, your child (if appropriate) and relevant staff and can be held at least 3 times per year.
- Where progress continues to be lower than expected despite a range of interventions, the SENCO/Inclusion Lead will meet with you to discuss applying for assessment by an Educational Psychologist. The application is made to East Sussex County Council. In cases where complex or multiple needs are identified, an EHCP can be set up in conjunction with you, your child, school and County. This plan will detail agreed outcomes and the provision necessary to achieve them. The plan is held in place until your child either becomes 25 or until it is decided that they no longer require extra intervention.

How are the school's resources allocated and matched to children's special educational needs?

- Funding for pupils with special educational needs is currently managed by the Senior Leadership Team (including SENCO/Inclusion Lead) and the School Business Manager.
- Appropriate resources to support each child's learning needs are purchased as necessary.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Regular Parents' Consultation evenings to review progress and targets, discuss and agree ways in which you can support your child at home are held at least twice yearly, more frequently if appropriate.
- We have an open door policy with Class Teacher/ Inclusion Lead /Head.
- Annual reports are written by the class teacher.
- Reports from outside agencies shared/discussed as appropriate.
- Additional Needs Plans communicated to you, usually via email, for your information and comment. This gives an opportunity to report on progress, review effectiveness of interventions and strategies provided and revise outcomes/targets/plans as necessary.
- Opportunities to develop your understanding and knowledge of the curriculum.

How will the curriculum be matched to my child's needs?

- The Class Teacher will cater for your child's individual needs through the planning and delivery of differentiated tasks and the provision of suitable learning experiences and resources.
- Provision for pupils is related specifically to their needs and may include small group support, individual class support and/or 1-1 tuition.
- The continual assessment of your child's individual progress by the Class Teacher will ensure that his/her needs are met appropriately. The progress of some pupils may need to be tracked in smaller steps, for example, through the use of Developmental Journals or The Glynde Gap P Scales. In addition, it may be appropriate to use information gathered from a diagnostic assessment, such as a Dyslexia Screening Test, to tailor the curriculum to your child's needs.
- The monitoring of individual pupil progress through Pupil Progress meetings, held three times per academic year, ensures that effective provision is in place for each child.
- A review of your child's Additional Needs Plan of provision and targets ensures that effective support is in place for learning.

What support will there be for my child's overall well-being?

Support we can provide in school may include:

- behaviour programmes, including rewards and sanctions
- a comprehensive RSHE curriculum with key focus on well-being
- participating in events and workshops raising awareness of strategies for maintaining positive mental health and well-being
- pupil voice (questionnaire to ascertain your child's opinions about school life)
- social support from the Inclusion Team at playtimes
- structured playtimes using playground zones
- social skills and friendship groups
- gardening well-being groups for identified children
- 1:1 mentoring for those needing time to talk to an adult

The Class Teacher has overall responsibility for the overall well-being of every child in their class; if you have any worries speak to them first. If further support is needed the Class Teacher will speak to, or put you in contact with, the SENCO/Inclusion Lead.

What should I do if I am concerned about the provision my child is receiving?

The fundamental objective of the school is to create and maintain a safe, happy and healthy learning environment where every pupil can achieve their full potential. Our aim is to work collaboratively with parents, children, staff and Senior Leadership Team. It is recognised that from time to time parents may have issues with the way the school discharges its responsibilities to meet its obligations, and these issues may be raised as complaints directly with the school. (Reference: Complaints Policy)

How accessible is the school environment?

We have an accessibility plan which is available. The school site is largely wheelchair accessible; although there are steps within the school, we work to overcome these obstacles. We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users.

Visual timetables are used in all classrooms, as well as labelled resources, to facilitate children who need this support. The outdoors environment is accessible.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between Inclusion Lead, teachers in Early Years, Key Stage 3 and dual placement settings – this may involve multi-agency meetings to support the transition.
- Good transfer of all SEN information.
- Previous schools contacted for information sharing
- Flexible entry to Early Years Foundation Stage class in Reception.
- Transition to new class facilitated by 'Meet the New Teacher' sessions during the summer term with new class teachers and environment.
- Personalised transition booklets created and shared with pupils throughout Term 6 to support reassurance and reinforcement of changes for parents/carers to use throughout the summer.
- Allocated Staff Meeting time for Class Teachers to conduct thorough transition handovers.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New schools are invited to attend any reviews prior to transition.
- Liaison with relevant settings when necessary.

How are parents involved in the school? How can I be involved?

All parents are actively encouraged to take part in the school community. This may include for example, assemblies, workshops, sharing any skills and school visits.

What does St Mary's do to support children with medical needs?

- Administration of medicines with signed parental permission.
- First Aiders who have First Aid at Work and Paediatric First Aid qualifications.

If your child has significant medical needs, these will need to be discussed with the Class Teacher and Inclusion Lead so that suitable support for you and your child can be decided upon. If appropriate, a Health Care Plan will be prepared.

NB Class Teachers have overall responsibility for the wellbeing of each child in their class.

What specialist services and expertise are available at or accessed by the school?

The school has a range of external agencies which it works in partnership with. These include education, health, social care and community and voluntary services. As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists. Agencies we have regular contact with include:

- Educational Psychology Service (EPS)
- East Sussex Behaviour and Attendance Service (ESBAS)
- Communication, Learning and Autism Support Service (CLASS)
- Family Support Key Worker
- English as an Additional Language Service (EALS)
- School Nurse Service
- The Early Years' Service
- Child and Adolescent Mental Health Service
- East Sussex Children's Integrated Therapy Service (CITES) – Speech and Language, Occupational Therapy, Physiotherapy
- Fegan's Counselling Service

Who can I contact for further information?

Please feel free to contact the Class Teacher, the SENCO/Inclusion Lead, the Headteacher or look on the school website. If you have a question, want to look around or to discuss your child's needs, please do not hesitate to contact us.

CONTACT DETAILS	
School Office:	
<i>Email:</i> office@stmarysrc.e-sussex.sch.uk	<i>Tel:</i> 01892 655291
SENCO/Inclusion Lead (Mr Getty)	
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