

St. Mary and St. Thomas Church of England Primary School Parents' Information

SEN information Report 2018

Introduction

All St. Helens Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Your Child has Special Educational Needs. What can we at St. Mary and St. Thomas Primary School offer you?

At St. Mary and St. Thomas Primary School, we embrace the fact that every child is different, and therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

Please see the 13 questions below for more information about the Local Offer from St. Mary and St. Thomas Primary School and how we can support your child.

	Regulation	Question	Response
1	The kinds of Special Educational Needs that are provided for at St. Mary and St. Thomas	<p><i>Do you have children with Special Educational Needs and/or Disabilities (SEND) in your school?</i></p> <p><i>What kinds of SEND do those children have?</i></p>	<p>We are a mainstream school and the majority of our pupils are expected to reach age related expectations. The SEN team ensures that children with additional needs receive the support they need in the 4 areas of need as laid out in the Code of Practice 2014. These are:</p> <ul style="list-style-type: none"> • Communication And Interaction • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and/or Physical needs
2	Information about the school's policies for identification and assessment of pupils with SEN.	<p><i>Where can I find information about the school SEN Policy?</i></p> <p><i>How do you know if a pupil has SEN?</i></p> <p><i>How will I know if my child is receiving SEN support?</i></p>	<p>Pupils are identified as having SEND and their needs assessed through:</p> <ul style="list-style-type: none"> • Information passed on from Nursery, previous schools, previous class teachers • Ks1 tests, Ks2 tests, baseline assessment and progress data • Feedback from teaching staff and observations • Evaluation of interventions • Referrals from parents • Pupil referrals • Health professionals • Boxall profiles and Strengths and difficulties questionnaires (SDQs) <p>As soon as your child's SEN has been identified we will contact you and invite you to come into school to discuss plans to help him or her make better progress. Our SEN Policy will give you the information you need about how we make provision for all pupils with SEN, and is available to read on the school website.</p>
3a	The school's approach to teaching pupils with SEND.	<p><i>How do you make sure that the SEN support is helping pupils make better progress?</i></p>	<p>At St. Mary and St. Thomas we have high expectations for all children including those with SEND.</p> <p>All teaching is based on building on what your child already knows, can do and can understand. Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> • Quality first teaching with appropriate differentiation in place • Extra adult support in classrooms where appropriate • Reduced class or group sizes where appropriate • Personalised programmes through time limited programmes (IEP's and IBP's) • Personalised provision through adapted resources and interventions, including

			<p>therapeutic provision</p> <p>Your child's class teacher will be able to give you more information about what the class is learning at the moment and how he/she is helping your child to make good progress.</p>
3b	Evaluating the effectiveness of provision for pupils with SEND.	<p><i>How will I know that my child is making progress?</i></p>	<p>Every half term class teachers assess their pupils' progress. These assessments are then discussed at pupil progress meetings. Children working below age expectations or making slow or no progress are discussed at these meetings and appropriate interventions are planned to support them to make better progress. Pupils on IEP's will have SEN reviews where the progress they have made against targets is discussed; parents will be invited to these meetings.</p> <p>All parents receive verbal feedback at parents' evenings in the autumn and spring terms, and in their child's report in July. These will include information about the stage they are working at in relation to the age related expectations in reading, writing and maths.</p> <p>Progress and evaluation is reported to the governor with responsibility for SEN and an annual report is made to the governing body.</p>
3c	Arrangements for assessing and reviewing pupils progress towards outcomes, including opportunities available to work with parents and pupils as part of this review.	<p><i>How do you check and review the progress made by pupils with SEN?</i></p> <p><i>How will I be involved in those reviews?</i></p> <p><i>Who else will be there?</i></p>	<p><i>Refer to answer 3b</i></p> <p>SEN review meetings take place every term following assessment week. During these review meetings the child's progress is discussed and together the class teacher, child and parents set new targets to enable the child to make further progress. At these meetings parents will be given information about where their child is working at in relation to the age related expectations. Parents will be given a copy of their child's updated Individual Education Plan once these targets have been discussed.</p>
3d	How adaptations are made to the curriculum and the learning environment of pupils with SEND.	<p><i>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</i></p> <p><i>How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn?</i></p>	<p>We support access to the school through building adaptations.</p> <p>We support access to the full curriculum through differentiation, allocating extra support to an individual or group according to set criteria and availability of resources.</p> <p>We develop self-esteem through therapeutic interventions and positive behaviour reinforcement, using assessment processes to identify any learning difficulties.</p> <p>We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.</p>

		<i>How can I find out more about what my child is learning at the moment?</i>	Your child's class teacher will be able to give you more information about what the class is learning at the moment, and each class has curriculum information published on the school website.
3e	Additional support for learning that is available to pupils with SEND.	<i>Is there any extra support available to help pupils with SEND with their learning?</i> <i>How will I know if my child is getting extra support?</i>	All staff receive In-Service training or information about the Code of Practice for SEN (2001), and issues relating to Disability. All staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care as appropriate. Additional intervention staff are funded using Pupil Premium. These interventions are carefully monitored to ensure they are having an impact. School access additional support for Speech Therapy, Social and Emotional Support, Educational Psychology Assessment and for children whom English is an additional language. These are in addition to the services provided by the Local Authority. As soon as your child's SEN has been identified we will contact you and invite you to come into school to discuss plans to help him or her make better progress.
3f	How the school enables pupils with SEND to engage in the activities of the school	<i>What social, before and after school and other activities are available for pupils with SEND?</i> <i>How can my child and I find out about these activities?</i>	School provides wraparound care for all children from Reception to Year 6. This includes a breakfast club and an after school club providing family support every day from 8.20am to 5.30pm during term time. We have many extra-curricular activities on offer. The number of pupils with special educational needs engaging in extra-curricular activities is closely monitored in school. Children not engaging are targeted for specific extracurricular activities. There is more information about extra-curricular activities in our school and on our website. Each half term letters are sent home detailing extra-curricular activities.
3g	Support that is available for improving the emotional and social development of pupils with SEN	<i>How does your school support pupils' emotional and social development?</i>	Our school uses a range of different approaches to support the development of individuals, classes and whole school emotional and social development. Pupils are well supported by: <ul style="list-style-type: none"> • Our whole school ethos which facilitates a calm and welcoming environment • An anti-bullying policy that is supported by trained members of staff • Therapeutic interventions that provide programmes such as nurture, anger management, and self-esteem/confidence building

			<ul style="list-style-type: none"> • Targeted support for individual pupils e.g. bereavement support and play skills, emotional freedom technique, solution focused behavioural techniques, cognitive behavioural techniques • School council • Reading and play buddies • A quiet retreat at lunchtime <p>For children with specific social, mental or emotional health difficulties we work with the Educational Psychology Service/CAMHS/ and other agencies</p>
4	In relation to mainstream schools, the name and contact details of the SEN Coordinator	<p><i>Who should I contact if I want to find out more about how the school supports pupils with SEND?</i></p>	<ul style="list-style-type: none"> • Mrs D Neilson – SENCO/Assistant Head Teacher <p>Mrs Neilson has taught across EYFS, Key Stage 1 and Key Stage 2 at St. Mary and St. Thomas’ Primary School for 15years and is currently teaching in the reception class. She has completed the National SENCO Award Accreditation. She is usually available to speak to parents on request at the beginning and end of the day. An appointment is not usually necessary.</p> <p>Other people you may want to talk to are:</p> <ul style="list-style-type: none"> • Your child’s class teacher • Miss L Smith - Head of Safeguarding and Extended Services. Miss Smith is a Specialist Leader in Education for Behaviour and safeguarding, she is a Mental Health First Aider and holds NPSLBA • Mrs Lyndsey Lewis – Head Teacher • Mrs K Haw – Executive Head Teacher • Mrs E Collins – Governor with responsibility for SEN <p>All staff can be contacted through the school office Tel: 01744 678010</p>
5	Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured	<p><i>How are the adults in school helped to work with children with an SEND and what training have they had?</i></p>	<p>The SENCO has completed the National SENCO Award Accreditation and is a member of the School Leadership Team.</p> <p>The school has a school development plan that includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This includes regular annual training for all staff and may include further training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, etc.</p> <p>This training is used to share knowledge, strategies and experience, & ensure consistency of the school’s approach for children with SEND.</p> <p>All members of teaching and support staff are TEAM TEACH trained.</p> <p>The SENCO and teachers work closely with specialists from external support</p>

			services who may provide advice or direct support as appropriate e.g. LASCS, EP services, CAMHS, EAL services, CDS, BIT etc.
6	Information about how equipment and facilities to support children with SEN will be secured	<i>What happens if my child needs specialist equipment or other facilities?</i>	We liaise with a range of services including Access and Technology and Sensory support to ensure the equipment necessary is provided to enable our pupils with Special Educational Needs or Disabilities to fully access the curriculum. This is usually funded using delegated SEN funding but sometimes school will apply to the LA for additional funding if needed.
7	The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.	<i>How will I be involved with planning for and supporting my child's learning?</i> <i>Who will help me to support him/her at home?</i>	Every half term class teachers assess their pupils in reading, writing and maths. These assessments are then discussed at pupil progress meetings. Children working below age expectations or making slow or no progress are discussed at these meetings and appropriate interventions are planned to support them to make better progress. All parents receive verbal feedback at termly pupil progress meetings, and in their Child's report in July. These will include information about the stage they are working at in relation to the age related expectations in reading, writing and maths. If needed, parents can request additional support through The Independent Parental Special Education Advice (IPSEA).
8	The arrangements for consulting young people with SEN about, and involving them in, their education.	<i>How is my child involved in his /her own learning and decisions made about his /her education?</i>	Through our school council, self-assessment, pupil voice and involvement in their own SEN review our pupils' are fully involved in their own learning and the decisions made. Pupils take part in individual mentoring conversations each term with their class teacher, they are encouraged to identify the next steps they need to take in their learning and supported in how to do this when identifying their targets.
9	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.	<i>Who should I contact if I'm not happy with my child's learning and / or progress?</i>	In the first instance, complaints should be taken up with school staff directly concerned, probably the class teacher. If the complaint is not resolved then the matter should be raised with the SENCO, who may: <ul style="list-style-type: none"> • Arrange a joint meeting with the complainant • Undertake further investigations • Refer the matter on to the Head Teacher

			<ul style="list-style-type: none"> • Seek the involvement of external agencies, such as the Independent Parental Special Education Advice (IPSEA) • Take action to address the complaint • Decide that the complaint does not warrant any action, and advise complainants of further action they can take.
10	How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.	<p><i>Who else provides services in school for children with SEN or disabilities?</i></p> <p><i>How can my family get support from these services?</i></p>	<p>External agencies will be used to provide advice and In-Service training for staff especially for specific needs as they arise within school</p> <ul style="list-style-type: none"> • External agencies will be used to identify specific targets for pupils in line with the schools procedures • SEND Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Learning and Behaviour Support Services, Pre- School Education Services and LASCS (Autism Support Service). • Annual review of funded pupils, or pupils with an Education Health and Care Plan are carried out with parents, professionals and a Local Authority representative, usually the school inclusion officer. • Regular liaison takes place with Health professionals to access the following services: School Nursing Service, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service • Parents have the right to make referrals to all these services
11	The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.	<p><i>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</i></p>	<p>The Local Offer by St. Helens Local Authority provides details of services and support provided for parents and is available to view on their website.</p> <p>http://www.sthelens.gov.uk/what-we-do/schools-and-education/</p>
12	The school's arrangements for supporting pupils with SEND in transferring between phases of education.	<p><i>How will you help my child make successful move into the next class or secondary school or other move or transition.</i></p>	<p>Every July the current class teacher has a transition meeting with the new class teacher in order to pass on necessary information to enable pupils with SEND to continue making progress.</p> <p>Our Year 6 teachers, the SENCO and Head of Safeguarding meet with Year 7 Head of Year groups from various secondary schools to pass on any relevant SEN</p>

			<p>information. This is then disseminated to the relevant staff in their new secondary school.</p> <p>Transition work is completed in the summer term to support pupils with anxieties and external groups such as drama companies support this process.</p> <p>Children with an ASD diagnosis are supported by LASCS in some circumstances to further support their transition to a new class or setting.</p> <p>Our Reception teacher visits local nurseries to observe children and discuss their individual needs with the nursery key workers.</p> <p>Our EYFS staff engage with parents through the intake meeting in the summer term prior to entry/transition, and individually through parent meetings in September. At these meetings individual needs are discussed and transition plans put into place to support the child and their family.</p>
13	Information on where the LA's local offer is published.	<p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>The St. Helens Local Authority website has information about their Local Offer and the services that are available.</p> <p>https://www.sthelens.gov.uk/schools-education/sen-the-local-offer</p> <p>The school website has information about our SEN Policy and Local Offer as well as the SIR (SEND Information Report).</p> <p>http://www.sm-st.co.uk</p>