



St. Mary & St. Andrew's Catholic Primary School

SEN Information Report 2023-2024

Our Mission Statement

*We are guided by God who is at the centre of everything we do.
We support each other to be the best we can be to secure bright futures for everyone.
With our parishes, families and the community, we work together to create a school
that is safe, happy, respectful and inspirational*

St Mary and St Andrew's School is a mainstream voluntary aided Catholic primary school. We welcome all children into our school including those with additional learning or special educational needs and disabilities (SEND). We try to support all children to reach their full potential and become the people whom God has designed them to be. We do this by creating a loving school family where Jesus is at the centre of our work and play. Positive relationships with children and their families is a key factor in providing good care and education to children, especially those with barriers to their learning to overcome.

We have a clear structure for identifying and meeting the needs of children with SEND and additional learning needs. This is summarised below. Our policy for children with SEND is available to read on our website along with the school's Local Offer which explains how our environment and curriculum is suitable for children and adults who have additional needs.

Children's Additional Learning Needs

Children learn at different rates and in different ways. The key factors that we focus upon are creating a school where children feel confident, safe and loved. We provide for a range of SEND that comes under the headings of Communication and Interaction needs, Cognition and Learning needs, Social, Emotional and Mental Health Difficulties, and Sensory and Physical needs.

A child with SEND has significantly more difficulty in learning than their peers. Their needs may be highlighted initially by:

- The child him / herself.
- Parents and Carers.
- Information from home and previous educational settings and agencies.
- Observations in school (Senior staff monitoring, teaching and support staff.)

- A struggle to record work and ideas in a way that reflects ability, underperforming, misunderstanding or not enjoying their lessons.
- Regular tracking of academic progress through teachers' assessments and tests, adapting planning and measuring the impact and outcome of our actions.
- Information from other agencies who support a child, for example, a Speech and Language Therapist.

How do we help?

Many children benefit from extra help and this is a normal part of learning. When a child needs regular, additional support to make progress in their learning, the teacher will talk to the child's family. It may be helpful to write an individual education plan (IEP) or individual behaviour plan (IBP). The class teacher and family discuss suitable targets for the child's learning. The plan shows the additional teaching and help at school and at home and how this will be monitored. The child feels secure because home and school are being supportive and encouraging. Formally, this is known as School Support in the SEN Code of practice 2014.

Listening and Talking to children with additional learning needs and SEND

Forming good relationships and caring for each child is a strength in our school. Talking and listening to a child helps us to identify any bullying or safe-guarding issues where a child with special educational needs may be particularly vulnerable. We explain to each child:

- what we want them to achieve. **Know what to do.**
- the high expectations we have for them. **Aim high.**
- how we can work together to do this. **Be confident.**
- their learning strengths and weakness. **Build on what works.**
- encourage reflection about learning. **Learn how to learn.**
- celebrate each success. **Feel good.**
- ensure good self-esteem. **Be positive.**

Finding ways for each child to shine in school helps to maintain self-belief and confidence. If progress is not apparent, a target may need to be broken down further to become achievable.

Who can help when there is a concern?

The Class Teacher

In the first instance, parents talk to their child's class teacher who is the key person with responsibility for the day to day learning and care of their child.

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The SENDCo

St Mary & St Andrew's Catholic Primary School has a qualified teacher, Mrs Jones who works as a special educational needs and disabilities co-ordinator (SENDCo). Class teachers and parents can discuss concerns about children with her and she can observe, assess and make suggestions about ways to support a child's learning. The SENDCo will guide families through the special educational needs and disabilities support which is available through Lancashire County Council. She attends the SENDCo training meetings provided from the local authority so that school is kept up to date and can ensure staff are skilled and informed. The SENDCo liaises with outside agencies and refers children for further support and assessment. Currently, school regularly signposts children to Speech and Language Therapy, Occupational Therapy, Physiotherapy and supports referrals to medical services. We also work with Specialist Teachers and attend a SENDCo and Educational Psychologist Cluster Group. The SENDCo has time available to work with teachers to observe, assess, teach and devise teaching programmes for individuals. Most additional support for children is funded through monies delegated by the local authority to the school budget. If further assessment and educational advice is needed, the school will arrange this through the local authority's traded services or through private companies. This is only done in discussion with parents and with their agreement.

The Head Teacher

Mrs Roach has overall responsibility for the safety, care and progress of all children within the school. She knows our families well and will greet you at the school gate each morning. We aim to work closely with our families and to respond promptly to parents' concerns.

The Governing Body

Mrs Swann has a specific responsibility and interest in the progress and well-being of children with additional learning needs and SEND. The Governing Body has statutory requirements to ensure that all children have their learning needs identified and met.

Resources

Our school is well resourced with reading books, games, computers, iPads, software and practical equipment. This enhances learning opportunities for children with Special Educational needs and Disabilities. In addition, all classes have an experienced teaching assistant (TA) working each morning who is directed to teach small groups or individual children. Their observations are also discussed with the class teacher. Recognised intervention programmes and individually, tailored support is given in the afternoons.

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How we monitor the progress of children who have additional learning support

Schools are required to assess children against national age-related expectations (ARE) for learning. We record progress regularly so that data about a child's attainment and progress is up to date, can be interpreted and adjustments to teaching made. In the Reception class, the progress of children is monitored using an Early Years profile mapped against the Early Learning Goals. For children working significantly below age related expectations, we use an additional system of measuring progress in smaller steps (LCC PIVATs). This is shared with families and helps to set IEP targets. Overall, the progress of children with SEND in the school is monitored by governors and staff so that future provision can be maintained and improved.

Sharing information, successes and concerns with families

Working closely with parents is always a key factor in children making good progress at school. We discuss what the barriers to learning may be and how we are supporting each child to make progress. At IEP reviews, teachers and parents discuss the child's achievements and plan the next IEP, usually termly. Families are invited to two Parents' Evenings, receive interim reports and a full end of year report. We value parents' comments and we respond as quickly and helpfully as possible. Families are welcomed into school on regular curriculum and social days throughout the year. The school has an active blog on the website with news and photographs. There are also curriculum descriptions so that families can support topic work and take an active interest in what their child is learning. We further promote children's successes through our twitter feed, staff email account and weekly assemblies. In consultation with parents, school shares information with other agencies who work with the child and act upon their advice to support the child's learning in school. We comply with GDP regulations.

Education and Health Care Plans

When a child's needs are more complex, it may be necessary to seek statutory support through an Education and Health Care Plan (EHCP). This is done collaboratively with the family and in consultation with the local authority.

Educating the Whole Child - Evaluating our Support for Children with SEND

Good foundations for learning are only built when we treat each child as an individual, nurture and respect them and ensure that our educational provision is fulfilling. We seek to adapt and make changes where possible to include all children in a wide range of learning and enrichment activities and check that children with SEND are included fully in the life of the school. We monitor attendance and punctuality.

Social, Emotional and Mental Health (SEMD)

We observe children carefully for changes in their demeanour and discuss concerns promptly with a child's family. We actively encourage children to build resilience through our spiritual life which permeates our whole school life and through taught strategies as part of classroom practice. Our school values and ethos are shared with the children and provide a safe, loving environment for children to grow and learn. Throughout the school, we use positive behaviour measures to encourage self-control and self-motivation. We are aware of national concerns for the mental health and well-being of primary school-aged children and keep up to date with current training, including possible difficulties following the Covid 19 pandemic. Mrs Garner is a trained Emotional Literacy Support Assistant in school to work with groups and individual children. Miss Dunn is our Youth Mental Health First Aider and has delivered CPD to all staff.

Academic attainment

Acquiring good skills in literacy and numeracy is important and measured carefully. We listen to the child and their family. We use attainment tracking, professional discussions and observations to make judgements about a child's progress. By measuring the impact of specific support on a child's learning and development we can evaluate the effectiveness of our teaching.

Moving to High School

All Year 6 children have preparation for high school and any child, including those with SEND, can be supported further with extra transition visits, meeting high school children and by making contact with key adults in their next school. We enjoy good relationships with local high schools, especially Our Lady's Catholic High and Broughton High School. Their staff liaise with us and our parents and children to try to build a positive transition for each child.

Medical Needs

Support for children with medical needs is provided by the school nurse or a specialised medical team as appropriate who can advise and train our staff. A Care Plan is agreed with the child's family. There are protocols set up for administering medicines safely.

Tests and SATs

School discusses any decisions about statutory tests with parents including access arrangements.

Lancashire County Council (LCC)

The school has support from Lancashire County Council via the SEND South Team. The SENDCo attends the local authority SEND training and information for schools and the Educational Psychology Support Cluster.

The IAS Team (Information, Advice and Support)

The IAS Team (previously SENDIASS) serves parents and carers of children with special educational needs and disabilities. Advice is free, impartial, and confidential. It can help families to gather, understand and interpret information in relation to SEND and school are pleased to work with them.

IAS Tel: 0300 123 6706

Monday to Friday 9am to 5pm

Other Support

The school signposts parents to support groups directly or via our newsletter and the school website.

Complaints

Please discuss concerns with your child's class teacher, in the first instance. The SENDCo and the head teacher and Governing Body will then try to help as these are the normal routes in the complaints process.

Thereafter, there is a disagreement resolution service in Lancashire called Global Mediation. Disagreement resolution is for all children and young people with special educational needs and disabilities (SEND) when a family does not agree with a decision made by a professional. Parents and carers have statutory rights to request recommendations about the health and social care needs and provision specified in EHC plans, in addition to the educational aspects, when making a SEND appeal.

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Global Mediation: 0800 064 4488.

This service is free of charge and your conversation is confidential.

Further information

Please contact school directly if you would like to discuss any SEND matters with us.

Email: **bursar@st-mary-st-andrews.lancs.sch.uk**

Telephone: **01772 862335**

The Policy for Children with SEND explains our provision for children with SEND in more detail and is available to read on the school website and from the school office.
www.st-mary-st-andrews.lancs.sch.uk

Our Local Offer is also available to read on the school website and describes how our environment and curriculum are suitable for people with SEND.
www.st-mary-st-andrews.lancs.sch.uk

The SEND provision (Local Offer) made by Lancashire County Council is available to read www.lancashire.gov.uk

The SEND Code of Practice 2014 is available to read
www.go.uk/government/publications/send-code-of-practice-0-to-25

Head Teacher: Mrs Sarah Roach **head @st-mary-st-andrews.lancs.sch.uk**

Governor (SEND) Mrs Audrey Swann

SENDCo: Mrs Katie Jones **deputy@st-mary-st-andrews.lancs.sch.uk**