

# St Mary's Catholic Academy

## SEND Information Report



# Meet our team at St Mary's Catholic Academy

Mrs Davis  
(SENCO)

Miss Kealey  
(Link governor)

Mrs Scarlett  
(Safeguarding officer)



# Inclusion Statement

St Mary's Catholic Academy is a mainstream school.

St Mary's Catholic Academy is founded on faith in Jesus Christ and the life of the school community is centred on His presence.

At St Mary's Catholic Academy, every member of the school community is regarded as being of equal worth and importance. Inclusion recognises differences; meeting the needs of individuals and taking positive action, so that everyone has equal access to the educational opportunities offered by the school this includes regular monitoring of individual progress and achievement. Each child is given the support they need to help them succeed across the curriculum and achieve their potential.



# Who do I talk to if I have any concerns about my child's learning needs or disabilities?

Initially, parents may wish to speak to their child's class teacher regarding their comments or concerns about their children.

The class teacher can then liaise with the SENCo or other appropriate staff, where applicable.

The SENCo, MRS J Davis, can be contacted through the school office.



# Q1. What are the kinds of special educational needs for which provision is made at St Mary's Catholic Academy?

We address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:

## Communication and Interaction

### Speech, Language and Communication Needs (SLCN)

This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## Cognition and Learning

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

## Social, emotional and mental health difficulties. (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. We work with CAMHS and other appropriate agencies to support these children.

## Sensory and/or physical needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At St Mary's we are aware that these needs will be inter-related and that children may have more than one area of need. Appropriate support will be given to support all areas of a child's need.



## Q2. How does St Mary's know if children need extra help and what should I do if I think my child may have special educational needs?

St Mary's Catholic Academy is committed to quality first teaching for all pupils. Class teachers monitor all pupils rigorously in order to identify pupils that are not making expected progress. This allows us to identify any potential areas of need as early as possible as we know that early intervention is key to improving outcomes for our children and enabling them to fulfil their potential. Concerns may be raised by class teachers and parents/ carers.

Pupil observations may indicate that they have a need in one of the following areas;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/physical

Initially parents may wish to speak to class teachers regarding their comments or concerns about their children.

The class teachers can then liaise with the SENCO or other appropriate staff, where applicable.

The school has a dedicated Special education Needs Coordinator (SENCo), who will help decide what the next steps are.

The SENCo, Mrs J Davis , can be contacted through the school office.





### Q3. How will St Mary's support my child?

- The Special Educational Needs coordinator (SENCo) will liaise with you, alongside any outside agencies involved and the class teacher in order to monitor your child's progress. Pupil passports are drawn up in consultation with all who are involved with your child and the child themselves. This will give details of pupil's specific needs and what is being put in place to support and help your child make progress. The amount of support is tailored to fit the individual needs of your child. One to one assistance or small group work is arranged if appropriate to the child's needs.
- The class teacher and support staff will work with your child and implement the next steps to aid their development.
- The Special Educational Needs coordinator (SENCo), class teacher and support staff are always available to explain the educational plan for your child.
- Your child's pupil passport will be reviewed with you termly and progress will be monitored carefully by the SENCO and class teacher.



## Q4. My child has physical needs, how will the school fulfil my child's specific requirements?

During the admissions process, you will be invited to visit the school to discuss your child's requirements.

In this period, we will work with you to ensure that all relevant areas of the school building are accessible to your child, via internal and/or external routes.

Assessments will also be made to ensure the provision of access to all areas of the curriculum.

There is a disabled toilet and shower room located next to the Early Years Foundation Stage classroom.

Children and Families Act 2014





## Q5. How will the curriculum be matched to my child's needs?

*Your child is a unique person.*

- All teachers plan to meet the child's individual needs through quality first teaching, detailed planning and carefully scaffolded differentiated activities. This is delivered in a rich environment with adult support. Thus, ensuring safety and extension of experience. All pupils will receive equal access to a full curriculum that will allow them to build their knowledge and skills, develop cultural capital and achieve their full potential.
- Pupil Passports are used to inform all those working with your child. This plan will help with physical, social and cognitive development and to ensure provision is effective.
- One to one support is provided if your child requires adult input to ensure their own or others safety.



**A range of interventions and strategies are used to support your child to access the curriculum.**

Area	Strategies
Supportive curriculum	Visual timetables, pre-teaching of strategies, concepts and vocab, use of ICT.
English	Adaptive teaching using carefully scaffolded tasks, additional phonics, Precision Teaching, Better Reading, Inference reading, Talking Partners, Write From the Start, Paired reading, Word Aware.
Maths	Precision teaching, Power of 2, visual and practical resources such as numicon.
Speech, Language & Communication	Spirals Language programme, Time to listen, Time to Talk, Talking Partners, Language Steps, Language Development, programs set by SALT, visual aids.
Physical	Further differentiation of physical activities (fine and gross motor), the use of specialist equipment if necessary.
Social, Emotional and Mental Health	Playground Leaders, Reward Systems, Family Support sessions, Friendship Formula, access to school counselling, well-embedded PSHE curriculum that supports SEMH.



## Q6. How will we know how my child is doing and how will you help me to support their learning?

- The class teacher or support staff can be spoken to at the beginning or end of the day. The school Special Educational Needs coordinator (SENCo) can meet with parents/carers by prior appointment.
- Parents Evening are held three times a year giving time for sharing progress and discussing the appropriate next steps for your child.
- Pupil Passports are reviewed with your class teachers, Special Educational Needs coordinator (SENCo) and your child termly.
- External agencies involved with your child are able to visit the school to observe or work with the child.
- A rigorous tracking system is in place to monitor your child's progress and attainment.
- Targets and next steps will be shared with parents /carers along with suggestions to support children at home.
- Training for parents/carers is offered through our Safeguarding officer.



## Q7. What support is will there be for my child's overall wellbeing?

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- We have Mrs Scarlett, our Safeguarding officer, who is able to offer support both in a supervisory capacity and as someone to listen to your child. This can provide a quiet space and time away from the classroom for your child should the need arise.
- If there are significant concerns about the emotional welfare and needs of your child we do have a school counsellor and/or we can also refer to the Child and Adolescent Mental Health Service (CAMHS) who can work with parents and children to try to enable them to move forward.
- We follow the requirements of the latest DFE advice (Supporting Pupils at School with Medical Conditions- Updated 2015, see policy).
- Any medicines that are required to be taken are kept in the school office and parents sign a form to detail when and how they need to be taken.
- Any toileting or eating needs are managed sensitively and in consultation with the parents to agree the best approach.
- In case of a medical emergency, an ambulance is called for and parents contacted. Any child's care plan will detail what should happen in an emergency.
- Where a care plan is necessary, staff work with the school nurse, SENCo and family to create the plan and then copies are given to all staff working with the child.



**Q8. What specialist services and expertise are available at St Mary's Catholic Academy or accessed by the school?**

**Q9. What training are the staff supporting children with SEND having or have had?**

- Members of staff all have a wealth of experience and have undergone training.
- Staff have access to regular, on-going CPD from SEND services with regards to a wide range of needs, specifically those present in school.
- Speech and Language Therapists, Educational Psychologist, Specialist Advisory Teachers, Health Care Professionals, Hearing And Visual Impairment support and Special Educational Needs and Disabilities (SEND) Advisor.
- Courses on Hearing Impaired (HI), Visually impaired (VI), behaviour management along with relevant training to support interventions.
- All staff work closely with you and outside agencies to learn specific skills to support children with additional needs.
- All school staff have received training on the new SEND Code of Practice and the latest EEF guidance.





## Q10. How will my child be included in activities outside the classroom including trips?

- All trips and visits are staffed with appropriate ratio of adults to children unless one to one is required.
- All areas visited are wheelchair accessible.
- Risk assessments are carried out for any activity where there is some form of risk anticipated.
- In the Early Years, Key Stage One and Key Stage 2 staff are on the door every morning and every afternoon to greet parents and children. This provides opportunity to speak to parents on a regular basis and ensure smooth transition in and out of school.





## Q11. How accessible is St Mary's Catholic Academy?

- The building is accessible throughout. Access into all classrooms, halls and the outdoors is ground level with a new ramp and appropriate for use with wheelchairs and walking aids. There is one accessibility toilet on the premises.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Staff access training in the use of more specialist equipment which your child may require.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- The school's Accessibility Plan can be found on the school website.



# Q12. How will St Mary's Catholic Academy prepare and support my child to transfer to their next education setting? Or the next class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

**If your child is moving to another school:**

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- The support of more specialist agencies will be sought e.g. Autism Outreach Team

**When moving classes in school:**

- Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher.
- Pupil passports will be shared with the new teacher.
- Your child will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.

**In Year 6:**

- The SENCo and Y6 teacher will discuss the specific needs of your child with the SENCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



## Q13. How are St Mary's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support and resources.
- We ensure that the needs of all children who have special educational needs are met to the best of the school's ability with the funds available. This may include the allocation of additional TA support in 1:1 or group situations, intervention, teacher input and /or specific resources to meet individual needs.
- We have a team of teaching assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs
- The budget is allocated on a needs basis in consultation between the Principal, SENCO and Senior Leadership Team.
- The children who have the most complex needs are given the most support often involving a teaching assistant.
- Parents are involved in the decision-making process through consultation with the SENCO in the development and evaluation of Pupil passports



## Q14. How is the decision made about what type and how much support my child will receive?

- All children are unique and individual as such all teaching is of the highest standard and differentiation made in all age groups.
- If a child needs additional support, the SENCO will work with class teachers, key people, parents/carers and outside agencies to ensure appropriate support.
- When children join the school, support is allocated using the information provided by the child's previous school or setting.
- During the school year provision is regularly adjusted to meet the changing needs of individuals in consultation with the SENCO, class teacher, outside agencies and parents.



## Q15. How will my child be involved in the decisions about their learning?

- Teachers regularly give feedback to children about their work and the progress they are making and what they need to do next to make further progress or to address a misconception. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.
- Pupils with a pupil passport will also give their views termly inline with pupil passport reviews and more formally for children with an EHCP during the annual review or assessment process.





## Q16. How will I be involved in the decisions about the learning of my child?

- All parents of children in our school are invited to attend a Parents' consultation three times a year. These are designed to discuss the progress a child is making, the targets they are working towards and how parents may be able to help at home. Annual Reports are sent home in July to give an overview of the year. Parents can also meet with Class Teachers at other times throughout the term and this can be arranged through the school office.
- If a child is part on an intervention, this will also be discussed so parents are aware of the support the child is having, how well interventions have gone and what they can do to help. Parents can arrange an appointment with the class teacher or SENCO to discuss these in more depth.
- Parents of children with an Education, Health and Care Plan are also invited to attend a review meeting, at least once a year. All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to suit your child's individual needs.
- Alongside the home school diary, an additional home/school communication book may be used to support contact with you, when this has been agreed to be useful for you and your child.





## Q17. How can parents be involved with St Mary's Catholic Academy?

- We always strive to work in partnership with parents/carers and welcome their involvement. We hold learning events regularly for parents and carers (celebrations assemblies, workshops, family learning, 'Watch me learn' etc) and survey parent/carer opinion regularly.
- All parents/carers are very welcome to make an appointment to discuss children's needs, however large or small, at any time.
- We also welcome parent/carer volunteers in school.



## Q18. What do I do if I want to make a complaint?

- If you are not happy about a decision or something that is happening in school, please ask to speak to your child's class teacher initially. If you require further assistance then please request to speak to the SENCo. If you are still not happy then you can speak to the Principal or the Academy Committee member for SEND, who will do their best to help you with your concerns.
- The process for all complaints is available for parents to see on the school website. Alternatively parents can request a written copy.



## Current Services/Agencies/Specialists linked to St Mary's Catholic Academy:

- School Nurse- 0300 123 1161
- • Speech Therapy based at Cobridge Health Centre- 01782 234481/82/83
- • PSCO- Christopher Hancock - 101
- • SENDs Advisor- 01782 232538
- • Hearing/Vision Impaired Support Team- 01782 232538
- • Behaviour Support Service- 01782 232538
- • Educational Psychologist- 01782 232538



## Q17. What support is available to parents and how can I contact them?

For further information you may wish to contact parent partnership;

<http://www.parent-partnership-stoke.co.uk/>

<http://www.span-info.co.uk/page/about-spps.html>

Stoke-on-Trent Local Authority (please see link at the top of the page.)

Tel : 01782 234234 Email: [enquiries@stoke.gov.uk](mailto:enquiries@stoke.gov.uk)

Staffordshire Local Authority (please see the link at the top of the page.)

Staffordshire: 0300 111 8014

