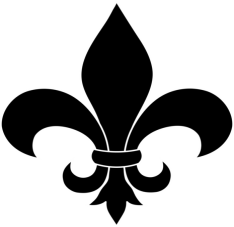
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| **St Mary’s Catholic Primary School SEND Information Report 2021-2022**  T:\letterhead\Logo image.jpg |
| General information about our school :  As a school St Marys Catholic Primary School sits in beautiful grounds of the main route through Madeley. The number of children on role is 182. Being a Catholic school the school prides itself on having a strong caring, child centred ethos , where all children are valued and nurtured and supported in achieving their very best. We are a single form entry school with an EYFS and Year 1 -Year 6 classes  Our school offer from children with Special Educational Needs and Disabilities can be found on our web page or a copy can be attained from our school office. **HYPERLINK**  (see document below) |
| **The kind of special needs for which provision is made for at St Mary’s.**  Definition of Special Educational Needs and Disability  The Code of Practice (2014) states that a child or young person has a special educational need or disability if  they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:  - Has a significantly greater difficulty in learning than the majority of others of the same age, or  .-Has a disability which prevents or hinders him or her from making use of educational facilities of a  kind generally provided for others of the same age in mainstream schools  **What is the Local Authority Local Offer?**  The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are  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 Telford and Wrekin Local Offer can be accessed at:  <https://www.telfordsend.org.uk/site/index.php>  This is a comprehensive page with a lot of information, signposting and support for parents and school regarding all things to do with special needs, disability and autism.    **What is the SEND Information Report?**  The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.  **What kinds of special educational needs might the children at St Mary’s Catholic Primary School have?**  *Special educational needs and provision can be considered as falling under four broad areas:*  * Communication and interaction*  * Cognition and learning*  * Social, emotional and mental health*  * Sensory and/or physical*  ***Communication and interaction***  Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.  Children and young people with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.  ***Cognition and learning***  Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to  profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.  Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.  ***Social, emotional and mental health difficulties***  Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.  ***Sensory and/or physical needs***  Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.  Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.    The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet. |
| http://littlestmunchkins.com/wp-content/uploads/2013/07/home-kids-cartoon.jpg |
| **Who** **are the best people to talk to in this school about my child’s difficulties with learning/ special educational need or disability (SEND)?**  *If you have any concerns about your child please feel free to discuss these with your child class teacher or the Special educational Needs and Disabilities co-ordinator is Mrs Helen Lambie.*  **The Class Teacher**  Responsible for:   Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.   Writing Pupil Progress targets via a provision maps, based on the smaller steps outlined in LSAT (learning Support Advisory Teacher), educational psychologist, or other professional report and sharing and reviewing these with parents at least once each term and planning for the next term. This is often done at parents evening.   Personalised teaching and learning for your child as identified on the school’s provision map.   Ensuring that the school’s SEN Policy is followed in their classroom and for all the pupils they teach with any special need or diability.   Overseeing support that TAs provide for your child   Ensuring that you are involved in supporting your child's learning.  **The SENDCo (Special Educational Needs and Disability Co-ordinator) Mrs Helen Lambie**  Responsible for   Developing and reviewing the school’s SEN policy.   Co-ordinating all the support for children with special educational needs or disabilities (SEND).   Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.   Ensuring that you are:  involved in supporting your child’s learning  kept informed about the support your child is getting  involved in reviewing how they are doing.   Liaising with all the other people who may be coming in to school to help support your child’s learning, e.g. Speech and Language Therapy, Educational Psychology, LSAT etc.   Updating the school’s SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child’s progress and needs are kept.  **The Head Teacher: Mrs Samantha Griffiths**  Responsible for:   The day-to-day management of all aspects of the school; this includes the support for children with SEND.   The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child’s needs are met.   The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.  **The SEND Governor: Mrs Caroline Welson**  Responsible for:  -Making sure that the necessary support is given for all children with SEND who attend the school.  -The review of the Inclusion and Equality policy  -holding the school to account in order to have a positive impact on the outcomes of all pupils.  You can contact any of the above through the main school office on 01952 388255. |
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| **How are children with Special Educational Needs identified and assessed at St Mary’s?**  At St Mary’s children are identified as having SEND through a variety of ways including the following:  -Liaison with the previous educational setting  - Tracking information – is the child performing below age expected levels?  -School based assessments carried out initially by the class teacher  -Further school based assessments carried out by the Senco/LSAT where concerns are raised by school or home  -Concern raised by pupil  -Concerns raised by parents  -Concern raised by school staff  -Liaison with external agencies  -Health diagnosis  **What are the different types of support available for children with SEND in our school?**  **a) Class teacher input, through targeted classroom teaching (Quality First Teaching).**  For your child this would mean:  -That the teacher has the highest possible expectations for your child and all pupils in their class.  -That all teaching builds on what your child already knows, can do and can understand.  -That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning, special aids, prompts, best place to sit etc.  -That specific strategies (which may be suggested by the SENCo or LSAT or other professional) are in place to support your child to learn.  -Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.  **Specific group work**  Intervention programmes which may be:  - Run in the classroom or a quiet space.  - Run by a teacher, a teaching assistant (TA) or external provider.  **b) Specialist groups run by outside agencies, e.g. Speech and Language therapy**  This means a pupil has been identified as needing some extra specialist support in school from a professional outside the school. This may be from:  -Local Authority services, such as teachers or specialist TAs from the Specialist Teaching Team, Learning Support Advisory Teacher (LSAT)  -Health services such as occupational therapists, speech and language therapists or physiotherapists  -Sensory support services such hearing or visual impairment specialist teachers  -Outside agencies such as the Education Psychology Service  **What could happen:**  - You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. Learning Support Advisory Teacher (LSAT), a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child’s particular needs better and be able to support them more effectively in school.  -If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. These reports will be shared with you and your child and a plan put in place for any following support.  **c) Specified Individual support**  This type of support is available for children whose learning needs are severe, complex and lifelong.  This is usually provided via a an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.  This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.  Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.  *For your child this would mean:*  * The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child.*  * After the request has been made to the ‘Panel of Professionals’ (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the current support.*  * After the reports have all been sent in, the Panel of Professionals will decide if your child’s needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, you will be invited , along with the school to a ‘moving forward meeting’ to plan a way forward for your child.*  * The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child. This will be reviewed annually.*  * An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources or different or joint school placement may also be secured through this funding but this is a collaborative decision involving education or health care professionals, yourself and your child.*  **How can I let the school know that I am concerned about my child’s progress in school?**   If you have concerns about your child’s progress, you should speak to your child’s class teacher initially.   If you continue to be concerned that your child is not making progress, you may speak to Mrs Lambie, the SENDCO, either by speaking to her or calling the office and she will call you back.   The school SEND Governor can also be contacted for support.  **How will the school let me know if they have concerns about my child’s progress in school?**  If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:   Listen to any concerns you may have.   Plan any additional support your child may need.   Discuss with you any referrals to outside professionals to support your child.  **How is extra support allocated to children, and how do they progress in their learning?**  The school budget, received from Telford and Wrekin LA, includes money for supporting children with SEND.   The Head Teacher Mrs Griffiths and the Governors, with advise from Mrs Lambie the SENCo, decide on the deployment of resources for Special Educational Needs and Disabilities.   Children that receive any extra support are carefully tracked and monitored on the schools provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible. Children who are on the SEND register provision map that will is reviewed with parents termly at parents evening or at the separate meeting with the class teachers after the parents’ meetings. Teachers or the SENDco will talk through any external reports with parents as they arrive in school.  **Who are the other people providing services to children with SEND in our school?**  **School provision**   Teaching Assistants working with either individual children or small groups. These small groups have been for speech and language development , social and emotional skills buildings, phonics, writing and maths support   other professionals like the speech and language therapist, school nurse, etc  **Local Authority Provision delivered in school**   Specialist Teaching Team LSAT   Educational Psychology Service   Parent Partnership Service   SALT (Speech and Language Therapy)   ESLAC (Educational Support for Looked After Children)   Family Intervention Worker to support families  **Health Provision delivered in school**   * School Nurse * Physiotherapy * BeeU CAMHs (Child and Adolescent Mental Health) * Visually and Hearing impaired team * Paediatricians (Community Child Health)   **How are teachers in the school helped to work with children with SEND, and what training do members of staff have?**  The SENCo’s role is to support the class teacher in planning for children with SEN.   The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This year this has included training in SEN issues, such as Specific Learning Difficulties, dyslexia, Autism Spectrum Disorder (ASD) and speech and language difficulties, Makaton training.   Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, this included a ten week SEND training course ran by the LSAT team.   TAs receive a range of training additional as part of their ongoing CPD and to respond to the needs of the individual children they are working with. This year that has included training from the Educational Psychologist to allow TA’s to work with specific children around speech and language and attachment, and anger issues.   Some staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.  **How will the teaching be adapted for my child with SEND?**  Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class and will ensure that your child’s needs are met.   Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.   Specific resources and strategies will be used to support your child individually and in groups. Any equipment needed to support children’s learning will be purchased. This year that has included the purchase of a specialist chair, coloured exercise books to aid visual distress, coloured white boards, different pencil grips and pens to suit children needs, ramps to support independence, ear defenders, assistive technology etc.   Planning and teaching will be adapted, on a daily basis if needed, to meet your child’s learning needs.  **How will we measure the progress of your child in school?**   All children’s progress is monitored carefully by their class teachers, Children with SEND will be monitored in this way as well as any intervention or extra provision that will be based lined and monitored to check that the intervention is helping to successfully close gaps or weather the targeted support needs amending.   His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and numeracy, through pupil progress meetings.   At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.   Where necessary, children will have an additional support plan based on targets agreed by teachers, parents, the SENCo and/ or external agencies which specific to their needs.   * Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.    The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults and child involved.   The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.   Regular book scrutinise and lesson observations will be carried out by members of the senior and middle leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.   * Children’s views about their learning and support will sought regularly via questionnaires and pupil voice work.   **What support do we have for you as a parent of a child with SEND?**  The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.   The SENCo Mrs Lambie is available to meet with you to discuss your child’s progress or any concerns/worries you may have.   All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.   Additional support plans will be reviewed with your involvement every term.   A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.  Our school offer has a variety of useful websites for a variety of support groups that may be of help. <http://www.stmaryscatholicprimarytelford.co.uk/send-offer/disabled-access-arrangements/>  As has the Local Authority in their Local Offer, go to <https://www.telfordsend.org.uk/site/index.php>     The Parent Partnership Service is available to give further impartial advice and support should you need it. Their website address is: <https://www.telfordsendiass.org.uk/>  :  **How is St Mary’s Catholic Primary School accessible to children with SEND?**   The school is fully compliant with Disability Discrimination Act (DDA) requirements.   The school is on one level with easy access and double doors to main entrants and exits. Each classroom has a single out side access door and a ramp is fitted to support the independence of wheel chair users over the door frame. There is a ramp down onto the bottom layer of the playground.   The front desk has a wheel-chair height section and is DDA compliant.   There are three disabled toilets and changing facilities.  The school gates are electric, the office number is fitted to the gate so that disable access can be granted through the office.   We ensure where ever possible that equipment used is accessible to all children regardless of their needs.   After-school provision is accessible to all children, including those with SEND.   Extra-curricular activities are accessible for children with SEND.   Quiet areas and calming zones are provided for children who need a space to support their emotional needs as much as our building allows.  **How are children involved in their education?**   * At the start of each year, or as your child enters school they will be asked to fill in/be supported in filling in a one page profile. This is used as an opportunity for children to share what helps them learn best, the environment, equipment, learning style etc. See example in the school offer. * Whenever children see an outside agency they are prepared for this in advanced as appropriate. Results and plans are developed with the children as they enter any intervention. * Children run the Minnie Vinnie’s, School Eco Council in school and School Ambassadors, children are encouraged to share their ideas regularly. Their opinions are sought as to how they are doing and what needs to happen next in regular formal and informal progress meetings with children throughout the year. (these groups have been affected by Covid and the need to stay in bubbles)   **How will we support your child when they are joining the school? Leaving the school? Or moving to another class?**  We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.  **If your child is joining us from another school:**   Either the SENCo Mrs Lambie, or Foundation Stage Leader Mrs Rushton, will attempt to visit pre-schools and when appropriate and attend annual reviews.   If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.   Your child will be able to visit our school and stay for a tour and then where appropriate an induction visit, take photographs of their new classroom , toilets, dinner hall, playground etc .   Parents will be invited to attend an information tour with a senior leader and where appropriate meeting with the SENCo to share any information necessary to make the transition as successful as possible.   You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.  **If your child is moving to another school:**   We will contact the school’s Inclusion Leader and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.   We will make sure that all records about your child are passed on as soon as possible.   If your child would be helped by a transition book/passport to support them in understand moving on, then one will be made for them, again with visits to tour the new school , photographs of the key areas etc .  **When moving classes in school:**   Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Provision maps, interventions, equipment and strategies will be shared with the new teacher. Where teachers have written individual classroom passport about supporting strategies these will be shared and passed on.   If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them; as a small school children have many informal opportunities to interact with all teachers in the general run of the school year, so most children are familiar with all members of staff. Where new staff join school induction days are held when possible.   Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.  **In Year 6:**   The SENCo, who at this time is also the Year 6 class teacher, will discuss the specific needs of your child with the child’s secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCo from the new school.   Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.   Where possible, your child will visit their new school on several occasions, and staff from the new school will visit your child in this school.   If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. This can include: maps, photographs, timetables, dinner hall, inclusion rooms etc.  [http://pealcenter.org/images/Jorgensen%20Graphic.jpg](http://pealcenter.org/trainings-upcoming.php)  **How will we support your child’s emotional and social development?**  We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.   All classes follow a structured PSHE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:   Social skills groups that follows the “Socially Speaking programme” this develops emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of SEAL (Social and Emotional Aspects of Learning). Programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes. Anger management programmes, like ‘There’s a Volcano in my Tummy’.   A range of extra-curricular groups which all children are invited to join.   Lunchtime and playtime support through planned activities and informal activities to support children and groups.   Referrals to see the Educational Psychologist, or to the Mental Health Team, we have a mental health worker who support children and signposts in school.  **Complaints Procedure**  Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child’s class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see Mrs Lambie the Assistant Head Teacher and SENCo or Head teacher Mrs Griffiths, they will investigate and report back on the results of the investigation.  Where an issue is not satisfactorily resolved, parents should then take up the matter with the SEND governor, Caroline Welson, or Chair of Governors Mrs Jane Payton. A copy of the school’s Complaints Procedure is available on request from the school. |
| **MCj02889880000[1]** |
| Contact details for support services organizations that may be useful  **Useful website links:**   |  |  | | --- | --- | | [Contact a family](http://www.cafamily.org.uk/)  [Dyslexia-help.org/](http://www.dyslexia-help.org/)  [**Autism**](http://www.autism.org.uk/working-with/social-care-and-support.aspx)  [**Parent Carer Forum**](http://www.podstelford.org/)  [**Directory of information**](https://www.shropscommunityhealth.nhs.uk/content/doclib/11056.pdf) | [Telford and Wrekin SEND Local Offer](http://www.telford.gov.uk/info/20027/special_educational_needs_sen/290/send_local_offer)  [Cerebral-palsy help and support](http://www.scope.org.uk/support/families/diagnosis/cerebral-palsy)  [Guide-for-parents-and-carers DFE](https://www.gov.uk/government/publications/send-guide-for-parents-and-carers)  [Young Carers](http://www.telfordyoungcarers.org.uk/)  [Parent Partnership](http://www.parentpartnership-shropshireandtelford.org.uk/) | |
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[](http://sweetclipart.com/multisite/sweetclipart/files/fleur_de_lis_black_silhouette.png) St. Mary’s Catholic Primary School SEND Offer

At St Mary’s Catholic Primary we are dedicated to ensuring all children in our care are supported in fulfilling their full potential no matter what barriers they may face. When discussing our school offer with our stake holders the following were the areas we agreed needed to be included/signposted within our offer.

**SEND Procedures**

The progress of all children is monitored regularly by all staff. When staff feel additional support is required for a child, outside of that offered in the classroom as part of normal differentiation, teachers will discuss the child with the SENCo or Senior Leader, parents and child. Appropriate targets and provisions are identified using an Individual Provision Map. The provision maps are written in conjunctions with/shared with parents and children.

Further advice and support is regularly sought from outside agencies, for example speech therapy, occupational therapy and learning support and advisory teachers (LSATs).

Where children have additional needs they will be supported in accessing the full curriculum.

If progress is still very limited the school and family may collaboratively request a statutory assessment by the Local Authority.

**General Resources**

All children who attend our school have a right to a broad and balanced curriculum irrespective of their need. As a school we are inclusive with skilful differentiation using multisensory methods and technology. ****

* Writing slopes
* Pencils and pencil grips
* Different types of scissors
* Cushions
* Outdoor learning areas
* Role-play areas
* Quiet areas
* Gross and fine motor skills equipment
* ICT resources
* Adjustable, sloping tables
* Ramps and slopes
* Left handed writing maps
* Support mats for eating
* Grab rails
* Colour overlays/book marks
* Personal checklist
* Word/phonics/spelling cards
* Well trained staff

**Accessibility**

Early Years staff support children with toileting needs, in conjunction with parents. The school has wheelchair access, such as ramps and there are disabled toilets. (see accessibility plans at the end of this document)

**Lunchtimes and Break times.**

The catering team offer a wide range of specialist dietary requirement meals e.g. dairy free.

Water is available within school through cool water dispensers. Children are encouraged to bring a water bottle into school to make use of this. All our lunchtime staff receive training and are aware of the needs of children where needs are encountered over the lunch hour via the children’s individual passports. There are some lunchtime clubs available to children ie sports activities, music activities and responsibilities like library and door monitors.

**Pupils Voice**

Each stage in school will cater for children at the appropriate level but generally these are the ways children’s voice is accessed. Each child in Key stage one completes their own ‘One Page Profile’ (with support where necessary). This allows them to communicate their strengths, weaknesses, likes, dislikes and what it is that helps them learn the best. Where necessary, teacher and child devise an individual passport that clearly lays out best practice and strategies for individual children that is easily accessible to all adults working within that class. (see examples)

There are representatives from each class that are part of the whole School Eco Council and Minnie Vinnies. Pupils are regularly consulted about what they would like to learn about. Every effort is made to plan the curriculum around the children’s interests.. Children regularly have opportunities to review their own work and what their next steps should be, communicating with their teachers what help they may need next.

**Parents Voice**

Parents are welcomed into school regularly to attend parents evenings, special lunches etc, this is an opportunity for parents to meet staff informally and familiarise themselves with school.

As a school we publish a newsletter weekly to update parents regularly on school events, we also keep our web page updated to inform parents of any school events. The website also provides links to policy, curriculum and Local Authority links to support.

As a school we have an ‘open door’ policy, teachers are at classroom doors both at the beginning and end of the school day. This is a good opportunity for parents to speak to school staff. If there are concerns or issues or information sharing that requires more time then seeing teachers at the start or end of the day is an ideal opportunity to arrange a meeting, additional time, to discuss this. If parents do not bring children to school a phone call to the school office will ensure that communication can quickly be establish either by a teacher or the Senco, to call parents back or to arrange a meeting at a mutually convenient time.

Parent meeting are held throughout the school year, giving parents the opportunity to meet and discuss the progress of their child. In addition to these meetings parents and if appropriate the child with SEND are offered an additional, or extended time slot to review and co-produce provision maps and plans for children. Additional meetings with the class teacher and/or SENCO will be made throughout the year to discuss any outside agency involvement parents and review reports provided by other professionals.

**Website and Social Media**

We have a school website [**St Mary's Catholic Primary School webpage**](https://stmarystelford.taw.org.uk/SitePages/Home.aspx) where we share our news and events. It also has information about our school policies, curriculum and lots of other information about school and support for home. There are also links to the Local authority website and Local Offer. [Telford and Wrekin SEND Local Offer](http://www.telford.gov.uk/info/20027/special_educational_needs_sen/290/send_local_offer)

**Progress and Monitoring**

Each term, the class teacher and SENCO meet to review progress towards individual targets . Children who are not making progress following specific interventions may then be referred to outside agencies such as Speech therapy, LSAT and Educational Psychology.

Provision maps are created for children with specific needs to show targets and progress over time. These maps are monitored and reviewed by the SENCO and Key Stage Leaders. At the end of each academic year, class teachers pass on relevant information and intervention and provision maps to the pupil’s new class teacher.

In school the Governing body dedicates a link Governor who take on the responsibility for monitoring rigorously the work of the SENCO. This includes the review the level of intervention, its effectiveness and discuss how the school is moving forward in its provision for its children. These meeting look at data, quality of intervention, observing sessions, looking at work and talking to the children, reviewing spending etc.

**Staff Training and Qualifications**

\*Child Protection and Safeguarding

\* Epi-pen training

\*Asthma training

\*Lifting and Managing

\*Behaviour management

\* First Aid

\*Read, Write, inc training

\*build to express

\*dyslexia training

\*how to write a provision map

\*Language Land training Speech and Language therapy

\*Kool kids

\*Socially speaking

\*SENCO attends termly SEN updates

\*SEN accreditation

**MCj02889880000[1]**

**Starting School – Reception**

Reception children at St Mary’s undertake an induction programme that includes a gradual entry into school and all children are offered taster sessions. For pupils with SEN staff will visit current settings, meet with keyworker and any other professional to ensure appropriate provision is in place.

When pupils move into reception they are offered a half day session to meet their teacher and some classmates. As part of this session, parents are invited in to share a school lunch with their child. For pupils with SEN staff will visit current settings, meet with keyworker and any other professional to ensure appropriate provision is in place.

Where pupils have additional needs on entry to Reception a deferred entry may be agreed in discussion with parents and other agencies, a deferral will mean that the pupil will still leave school at KS2 at the same age as their peers.

As part of our reasonable adjustments we are equipped in school with many aides to support children. In discussion with parents and other agencies already involved with the children all efforts are made to ensure children can start school with everything in place to support them.

**Transition**

Reception pupils with additional needs who join our school either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The school works together with the Local Authority where a child is starting our school with a statement of Educational Needs to ensure that they are appropriately supported in conjunction with parents. This will often include visits to the pupil’s prior setting prior to transition.

**Early Years Pupils’ Voice**

Circle Time happens within all of our classrooms and is an opportunity for children to share their ideas with their class mates. This activity may be incorporated for any subject but will occur weekly. Representatives from the reception class are included as part of the school council and are buddied with an older child.

All children in school complete a personal ‘Single Page Profile’, children in reception are supported in doing this, single page profiles include the child’s idea on their likes/dislikes what they are good at and what helps them learn

**Early Years Parents Voice**

Parents are welcomed into Nursery to attend induction meetings led by our Foundation team, where they can ask questions about their child(s) school life. Reception staff also invite parents to settle their child into each session and have the opportunity to ask questions and share information.

As a school we publish a weekly newsletter to update parents regularly on school events, we also keep our web page updated to inform parents of any school events.

As a school we have an ‘open door’ policy, parents are encouraged to bring their children into class and take part in a variety of early morning activities. This is a good opportunity for parents to speak to school staff.

Parent meetings are held throughout the school year, giving parents the opportunity to meet and discuss the progress of their child. In addition to these meetings parents and where appropriate the child with SEND are offered an additional time slot. These additional meetings with the class teacher and SENCO are to discuss in detail and in a private setting the additional needs of their child, the provision mapping in place and next steps. After any outside agency involvement parents are invited in to review the findings of any reports and what the next best steps will be for the child.

Throughout the year parents of children with Special Educational Needs and Disabilities are invited into school for an informal meeting together to help discuss more generally how to move practice forward and how together we can make the journey through school as successful as possible.

**Early Years Interventions**

The Early Years team are regularly observing and assessing pupils, this allows the team to very quickly identify concerns and therefore develop strategies for supporting pupils either one to one or in small groups. We recognise that it is important to identify difficulties so that early intervention can take place. Discussion with the SENCO (Special Educational Needs Coordinator) happen regularly on both an informal basis when necessary and reviewed formal at least termly discussing the best strategies to adopt for each individual.

There are a number of interventions run throughout reception for targeting specific children. If parents have a concern they are welcome to discuss this with the class teacher.

Interventions available with Early Years include;

\* 1:1 Reading support

\*Language Land

\* Speaking and listening

\*Social skills group

\* Precision Teach

\*Additional phonics support

\* Practical Maths

\* Build 2 Express

**Lunchtimes and Break times**

Reception children have open access child initiated learning everyday so they do not join the KS1 pupils at morning playtime, however they do join them at lunchtime but for a shorter session.

Where Reception children have additional needs they may access one or more of the following lunch time interventions:

· One to one adult support



Supported to play in a smaller area of the playground

The catering team offer a wide range of specialist dietary requirement meals e.g. dairy free.

All Early Years and KS1 children have fruit provided daily

**Website and Social Media**

We have a school website where we share our news and events, where information about school policies and curriculum and where links to Local Authority sites and support can be accessed. .

**Progress and Monitoring**

Each term, the class teacher and SENCo meet to review progress towards individual targets . Children who are not making progress following specific interventions may then be referred to outside agencies such as Speech therapy, LSAT and Educational Psychology.

Parent meeting are held throughout the school year, giving parents the opportunity to meet and discuss the progress of their child. In addition to these meetings parents and where appropriate the child with SEND are offered an additional time slot. These additional meetings with the class teacher and SENCO are to discuss in detail and in a private setting the additional needs of their child, the provision mapping in place and next steps. After any outside agency involvement parents are invited in to review the findings of any reports and what the next best steps will be for the child.

Provision maps are created for children with specific needs to show targets and progress over time. These maps are monitored and reviewed by the SENCo and Key Stage Leaders. At the end of each academic year, class teachers pass on relevant information and intervention and provision maps to the pupil’s new class teacher.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.hoddereducation.co.uk/Media-Studies&ei=KMDlVJfMOomBU5nmgKgC&bvm=bv.85970519,d.d24&psig=AFQjCNGRKM2P0ydD5_azqB1va7gvw-7lzg&ust=1424429459592545)

|  |
| --- |
| **Key Stage One Transition**  The school works together with the Local Authority where a child is starting our school with a statement of Educational Needs to ensure that they are appropriately supported in conjunction with parents. Children from our Reception class will have had opportunity to work along side the teacher and s in KS1 through joint playtimes and transition sessions. Support staff work throughout the  **KS1 Pupils Voice**  Each child in Key stage one completes their own ‘One Page Profile’ (with support where necessary) this allows them to communicate their strengths , weaknesses, likes, dislikes and what it is that helps them learn the best. Where necessary teacher and children devise an individual passport that clearly lays out best practice and strategies for individual children that is easily accessible to all adults working within class.  There are representatives from each class that are part of the whole School Council. Pupils are regularly consulted about what they would like to learn about. Every effort is made to plan the curriculum around the children’s interests. Circle Time happens within all of our classrooms and is an opportunity for children to share their ideas with their class mates. This activity may be incorporated for any subject but will occur regularly.  **KS1 Parents Voice**  Parents are welcomed into school to attend parents evenings, this is an opportunity for parents to meet staff informally and familiarise themselves with the KS1 area.  As a school we publish a newsletter weekly to update parents regularly on school events, we also keep our web page updated to inform parents of any school events.  As a school we have an ‘open door’ policy, teachers are at classroom doors both at the beginning and end of the school day. This is a good opportunity for parents to speak to school staff. If there are concerns or issues or information sharing that requires more time then seeing teachers at the start or end of the day is an ideal opportunity to arrange a meeting, additional time, to discuss this. If parents do not bring children to school a phone call to the school office will ensure that communication can quickly be established wither by a teacher or the Senco to call parents back or to arrange a meeting at a mutually convenient time.  **KS1 Interventions**  The KS1 team are regularly assessing and monitoring pupil progress and very quickly identify gaps in learning. There are a number of strategies used in school for supporting pupils either one to one or in small groups. We recognise that it is important to identify difficulties so that early intervention can take place.  There are a number of interventions run throughout KS1, for targeting specific children. If parents have a concern they are welcome to discuss this with the class teacher or SENCo. Once needs are identified and interventions allocated, regular assessments are used to monitor progress and effectiveness of interventions. These are recorded and discussed and adapted to best support learning.  Interventions available in Key Stage One include;  \*Cool kids  \* 1:1 Reading support (comprehension)  \*Socially Speaking a speaking and listening  \*Precision Teach  \* Mental Maths support  \*Additional phonics  \*write from the start  \*speed up  \*SNIPs  \*variety of ICT software  \*Language Land/Time to Talk  **Progress and Monitoring**  Each term, the class teacher and SENCo meet to review progress towards individual targets . Children who are not making progress following specific interventions may then be referred to outside agencies such as Speech therapy, LSAT and Educational Psychology.  Parent meeting are held throughout the school year, giving parents the opportunity to meet and discuss the progress of their child. In addition to these meetings parents, and where appropriate the child, with SEND are offered an additional time slot. These additional meetings are with the class teacher and SENCO to discuss in detail and in a private setting the additional needs of their child. The provision mapping, reports, intervention that are in place, help at home, medical conditions and therapies etc are discussed and next steps decided on. After any outside agency involvement parents are invited in to review the findings of any reports and what the next best steps will be for the child.  At the end of each academic year, class teachers pass on relevant information and intervention and provision maps to the pupil’s new class teacher. Parents are able to arrange meetings with new teachers either in the Summer term or early in the new Autumn term to aid transition where appropriate.  [http://pealcenter.org/images/Jorgensen%20Graphic.jpg](http://pealcenter.org/trainings-upcoming.php) |
| **Key Stage Two Transition**  The school works together with the Local Authority where a child is starting our school with a statement of Educational Needs to ensure that they are appropriately supported in conjunction with parents. Children have transition sessions planned in throughout the summer term to allow them to become familiar with their new teachers. There are opportunities for parents to be introduced to new teachers and where necessary an additional meeting can be arranged at the end of the summer term with the old and new teacher and parents to ensure a smooth transition.  **KS2 Pupils Voice**  Each child in Key stage 2 completes their own ‘One Page Profile’ at this stage we expect children to have honest conversations with their teachers about how best to support them in their learning, ie position in class, support material, etc. This profile is filled in each year, or if a child joins mid year as one of their induction activities. Where necessary, teachers and children devise an individual passport that clearly lays out best practice and strategies for individual children that is easily accessible to all adults working within that class. (see examples)  There are representatives from each class that are part of the whole School Council and Minnie Vinnies. Pupils are regularly consulted about what they would like to learn about. Every effort is made to plan the curriculum around the children’s interests. Circle Time happens within all of our classrooms and is an opportunity for children to share their ideas with their class mates. This activity may be incorporated for any subject but will occur regularly. Children regularly have opportunities to review their own work and what their next steps should be, communicating with their teachers what help they may need next.  **KS2 Parents Voice**  Parents are invited regularly into school for open sessions such as parent and grandparent meals, assemblies etc. In key stage two we expect children to be developing a maturity where they can come into school and settle independently to a morning activity. However as a school we have an ‘open door’ policy, teachers are at classroom doors both at the beginning and end of the school day as a first point of contact. If there are concerns or issues or information sharing that requires more time then seeing teachers at the start or end of the day is an ideal opportunity to arrange a meeting or additional time, to discuss these. If parents do not bring children to school a phone call to the school office will ensure that communication can quickly be established wither by a teacher or the SENCO making a call back to parents or to arrange a meeting at a mutually convenient time.  Parents are welcomed into school regularly to attend parents evenings, special lunches etc, this is an opportunity for parents to meet staff informally and familiarise themselves with school.  As a school we publish a newsletter weekly to update parents regularly on school events, we also keep our web page updated to inform parents of any school events. The website also provides links to policy, curriculum and Local Authority links to support.  Parent meeting are held throughout the school year, giving parents the opportunity to meet and discuss the progress of their child. In addition to these meetings parents and if appropriate the child with SEND are offered an additional time slot. These additional meetings with the class teacher and SENCO are to discuss in detail and in a private setting the additional needs of their child, the provision mapping in place and next steps. After any outside agency involvement parents are invited in to review the findings of any reports and what the next best steps will be for the child.    **KS2 Interventions**  The KS2 team are regularly assessing and monitoring pupil progress and very quickly identify gaps in learning. There are a number of strategies used in school for supporting pupils either one to one or in small groups. Each class benefits from additional adult support in literacy and Mathematics and trained support staff offer interventions throughout the day. We recognise that it is important to identify difficulties as early as possible so suitable support can be provided.  There are a wide variety of interventions that can be run throughout KS2, for targeting specific children. If parents have a concern they are welcome to discuss this with the class teacher or SENCO.  It is not possible to list all KS2 interventions available, as we use them in response to a need from a child. This could be directed by the Learning Support and Advisory Teacher (LSAT) or a bespoke intervention specifically put together for the needs of one child  Formal interventions available with Key stage 2 include;  \*Fresh start  \*Cool Kids physiotherapy  \*Reading support  \*Speed up handwriting  \*SNIP spelling program  \*Springboard Maths  \*Wave 3 numeracy  \*Build 2 Express  \*Socially speaking  \*Cool Kids  \*Individual reading  \*One to One and small group activities  \*Write from the Start/Speed Up  **SEND Procedures.**  The progress of all children is monitored regularly by all staff. When staff feel additional support is required for the child, appropriate targets and provision are identified using an Individual Provision Map. Further advice and support is often then sought from outside agencies, for example speech therapy, occupational therapy and learning support and advisory teachers.  Where children have additional needs they will be supported in accessing the full curriculum.  If progress is still very limited the school may request a statutory assessment by the Local Authority.  KS2 Resources  We have a range of resources available to support learning. We work alongside speech and language, occupational therapy and physiotherapy professionals. Resources needed to support individuals will be acquired following their recommendation so that we can support the needs of the pupils in our school, if not already available in school as part of our general resources bank.  The class teacher and SENCO meet termly to review progress towards individual targets. Children who are not making progress following specific interventions may then be referred to outside agencies such as Speech therapy, LSAT and Educational Psychology. Provision maps are created for children with specific needs to show targets and progress over time. Provision maps are monitored and reviewed by class teachers the SENCo. At the end of each academic year, class teachers pass on relevant information and intervention and provision maps to the new class teacher.  **Disability Access Statement St Mary’s**  **Catholic Primary School.**  With the introduction of the Equalities act 2010 an in light of the May 2014 update St Mary’s Catholic Primary School, assumed a mandatory obligation to provide easy access to all parts of its premises for people with Disabilities, wherever reasonably practicable.  At St Marys we are aware that the challenges that disabilities can bring may need proactive and extra measures taken so that all children , including those with disabilities can reach their full potential.  We make every reasonable adjustments possible to ensure that the children and adults who entre St Marys have full access to our services and provision.  The Act recognizes however, that full access is not always reasonably achievable in older existing buildings, and therefore states that in these cases people with disabilities should be able to gain easy access into the premises and that the services they require should be made available to them in close proximity to their entry point.  St Mary’s Catholic Primary school comprises of a single level building contained on one site only. Access to the site can be gained through two pedestrian entrances, one at the front and one at the rear of the building that are opened at specific times during the school day to allow ease of drop off and pick up of pupils. The driving access is only opened on request via an intercom system. The telephone number for disabled drivers use is signposted on the gates to enable them to contact the office to gain access as the driveway could not facilitate an intercom at driver height. There is a designated disabled parking bay clearly marked on the school car park.  The school building has 100% disabled access to all areas. There are two ramped areas on the rear playground to allow ease of access to all facilities.  Doors to enter the school and all classrooms are also 100% accessible for wheelchair users and there are no changes in floor levels within the building structure.  In addition to the above, there are accessible disabled lavatory facilities in the main school reception area that is clearly signposted as such.  T:\SEN SENCO\LOCAL OFFER\School%20front.jpg  St Mary’s Easy Read Accessibility Plan   |  |  | | --- | --- | |  | Our school values everybody.  We particularly welcome those with disabilities and special educational needs.  We want to ensure that every disabled child matters in our school, and that all children, including those with disabilities and /or special educational needs are helped to:   * Stay Safe * Be healthy * Enjoy and Achieve * Make a positive contribution * Achieve economic wellbeing | |  | We will make sure that children and adults with mobility impairments can get into our school, and can access our main facilities. | |  | We will make sure that this plan, and other documents are available in alternative formats (such as in large print / audio tape). | |  | Other school documents for children will also be available in other formats. | |  | We will make sure that pupils with special educational needs and / or disabilities clear plans and will make changes so that their needs are met in the school, and their progress regularly reviewed | |  | We will consider all activities that our school does to make sure that they are accessible for all | |  | We will review the physical nature of our school building, and make sure when any alterations or adaptations are made, that these improve the physical accessibility of our school | |  | We want our disabled students, staff, and visitors to tell us what they think about our accessibility plan, or how they find coming to or being at St Marys. Any feedback should be given to Mrs Griffiths, Mrs Lambie or Mrs Evans, who will consider what should be done. | |  | If our school develops any extended school activities, we will make sure that the needs of disabled pupils and parents are considered, | |  | We will make sure that our school’s anti bullying policy is regularly updated. Disabled children are often bullied, so we will make sure that our policy tells us what we should do if this happens. | |  | We will consider how, within the curriculum, we can ensure that disabled children and young people are represented, and that the curriculum supports all pupil and staff’s awareness of disability awareness and access issues. | | **MCj02889880000[1]** | We recognise that accessibility is about more than physical access, and attitudes make a significant contribution to how accessible settings can be. |   **Example of a ‘Single Page Profile’**   |  |  |  | | --- | --- | --- | | Name: | | | | St Mary’s  [http://upload.wikimedia.org/wikipedia/commons/thumb/3/3c/Fleur-de-lis-fill.svg/350px-Fleur-de-lis-fill.svg.png](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=RTPfuHxPjuZpIM&tbnid=cHmFr5Qje14bqM:&ved=0CAUQjRw&url=http://commons.wikimedia.org/wiki/File:Fleur-de-lis-fill.svg&ei=w51eUvaTAcbMhAfImYDoAg&bvm=bv.54176721,d.ZG4&psig=AFQjCNFDVdf4caQ5aBB2WtNheSnu9RnzVA&ust=1382018879634438)  Catholic Primary School | [http://cliparts.co/cliparts/6BT/gKb/6BTgKboi8.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://cliparts.co/cartoon-boy-clip-art&ei=L-blVO6-J4PkauqVgfAF&bvm=bv.85970519,d.d2s&psig=AFQjCNFwmpdkLkCW6I-NUTiN7nEDESxaqg&ust=1424439204076800) | My name is  **Susan**  I am a Year  **5** | |  | | | | What people appreciate about me  **People like my smile and my friends say I am funny. I am a kind friend and try to help those around me. I love telling funny stories and making people laugh.** | | | |  | | | | What is important to me  **My family is important to me I love my Mum and Dad and baby sister May. I have a cute bunny called Fluffy. I play with my bunny every day. My best friends are Kate and Julie at school and at home my best friend is Amber. I love dancing and do it 3 times a week I am very good at it!** | | | |  | | | | What I need to help me learn well at school  **I love reading but find spelling very difficult, what helps me is my spelling card and phonics board. I am learning how to use a dictionary so having one near me helps. I use boxes to help me have a best go . Having a coloured background on the board helps me as white hurts my eyes and makes the writing go all funny. I like sitting at the front of the class.** | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Roles and Responsibilities | | | | | | SENCO | Teacher | Parent | Child | Governor | | -Providing advice and practical support in identification, assessment and intervention within the SEN Code of Practice  -Providing day-to-day support for teachers and parents in ensuring arrangements are in place to support children with SEND  -Strengthening the links between all stake holders ensuring parents and children are leading the direction of their support  -Developing and disseminating training and good practice  -Ensure interventions are delivered , monitored and assed regularly for effectiveness  -Informing parents of and working with local impartial Information, Advice and Support Services, to promote effective work with parents of children | -responsible and accountable for progress of children in their class  -provide high quality daily teaching  -assess and monitor all children’s progress  -identify individuals needs, identifying what the gaps are  -take advice on best interventions to help support child and close gap  -Use the Plan, do and review model for intervention  -generate in consultation the Provision map  -monitor interventions and review maps  -communicate with parents  -write passports for children in their class | -share aspirations and concerns about child  -ensure children attend school  -support children at home with reading, mental maths practice, homework etc  -meet with class teacher and or SENCO to share information  -attend meetings | -Always do my best  -fill in my single page profile to the best of my ability  -share with the adults around me what help me do my best  -come to school everyday | -monitor provision, ensuring all children are getting the best provision possible  -ensure finances are used well  - |   **Key Staff:**   |  |  | | --- | --- | | Head teacher | Mrs Griffiths | | Assistant Head Teacher and SENCO | Mrs Lambie | | Early Years Manager | Mrs Rushton | | Business Manager | Mrs Pryce | | Chair of Governors | Mrs Payton | | Governor for SEND | Mrs Caroline Welson | |

**Helpful abbreviations**

|  |  |
| --- | --- |
| LSAT | Learning Support Advisory Teacher |
| Ed Phyc | Educational Philologist |
| TAC | Team around the Child |
| CAF | Common Assessment Form |
| BeeU | Telford’s Child and Adult Mental Health Services |
| EHC plan | Education Health and Care Plan |
| DDA | Disability Discrimination Act |
| ASD | Autism Spectrum Disorder |
| SLCN | Speech Language and Communication Needs |

**Broad areas of need as quoted in the SEND code of practice 2015**

**Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, 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**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where

98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

**Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**Useful website links:**

|  |  |
| --- | --- |
| [Contact a family](http://www.cafamily.org.uk/)  [Dyslexia-help.org/](http://www.dyslexia-help.org/)  [**Autism**](http://www.autism.org.uk/working-with/social-care-and-support.aspx)  [**Parent Carer Forum**](http://www.podstelford.org/)  [**Directory of information**](https://www.shropscommunityhealth.nhs.uk/content/doclib/11056.pdf) | [Telford and Wrekin SEND Local Offer](http://www.telford.gov.uk/info/20027/special_educational_needs_sen/290/send_local_offer)  [Cerebral-palsy help and support](http://www.scope.org.uk/support/families/diagnosis/cerebral-palsy)  [Guide-for-parents-and-carers DFE](https://www.gov.uk/government/publications/send-guide-for-parents-and-carers)  [Young Carers](http://www.telfordyoungcarers.org.uk/)  [Independent support from IASS used to be parent partnership)](file:///\\taw.org.uk\zone9\shared\taw916workgroup\SEN%20SENCO\SCHOOL%20INFORMATION%20REPORT\info@iass.org.uk) |