**SEND Information Report**

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| SCHOOL NAME | ST MARY’S CATHOLIC PRIMARY SCHOOL | | |
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| TYPE OF SCHOOL | Mainstream Phase | | 3-11 yrs |
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| ACCESSIBILITY | Fully Wheelchair accessible | | To all teaching areas – we have a ramp to gain access to the classrooms in Early Years and KS1 rooms as well as ramp into breakfast and afterschool club |
| Auditory/Visual enhancements | | We have Active boards which don’t require overhead projectors which can be noisy.  All areas are  clearly marked as  appropriate |
| Other Adaptions: | |  |
| CORE OFFER | Are you currently able to deliver the ‘core offer’ as set out in Dorset’s Local Offer? <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/about-our-local-offer/about-our-local-offer> | | Yes |
| POLICIES | Are the school’s  policies available on  its website for: | SEN | Yes |
| SAFEGUARDING | Yes |
| BEHAVIOUR | Yes |
| EQUALITY and DIVERSITY | Yes |
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| DISABILITY LEGISLATION | Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010. | | Yes |
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| RANGE OF PROVISION | Please indicate what your school has to offer (over and above your core offer)  In each of the following areas | | |
| **Areas of strength:**  St Mary’s is a smaller than average-sized school, which welcomes pupils from a large geographical area. It has a long history of welcoming, nurturing and supporting high numbers of vulnerable children and their families to the school. Small class sizes mean that staff know the children well and can cater for children’s individual needs. | | |
| An Emotional Literacy Support Assistant (ELSA), supports children with a variety of needs both in groups and individually. | | |
| **Specialist Facilities/Equipment to support SEND**  Equipment needed to support children in school is purchased from the SEND budget. This includes equipment suggested by outside agencies e.g. weighted blankets or writing slopes advised in a report from an Occupation therapist.  The Sanctuary is a room which can be used for nurture, calming down space and 1-1 interventions.  The Tree-house is a fully resourced room where small group interventions can take place. | | |
| **Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services**  Children with additional needs are supported through a range of interventions which increase as necessary to respond to the changing needs of any child (see details in Inclusion Policy). If, with targeted intervention at ‘school support’ level, a child continues to make little progress, or continues to display concerning behaviours, the school may request support from other external agencies such as special schools, educational psychologist etc. Specialist assessments will be made if appropriate and advice, strategies and support given to support the child within school. We follow the graduated response document set out by Dorset council to determine whether a child needs further assessment.  If the child’s difficulties remain despite the school, with support from external specialists, providing a sustained period of additional support, the school may apply to the Local Authority (LA) for an Education, Health and Care needs assessment. This assessment will draw together information from all involved parties and will determine whether the child meets the criteria for an Education, Health and Care Plan (EHCP). An ECHP details the child’s needs, the educational provision the LA consider appropriate for that child and the type of placement (school) that will best support the child.  Each class has support from a Teaching Assistant throughout the mornings to support children with additional needs during core subjects. The SENCO, HLTA/ELSA and additional Teaching Assistants work to target further support for those children with more complex and higher levels of need. During the afternoons, the HLTA/ELSA and a Teaching Assistant works deliver interventions throughout the whole school. This enables them to develop an area of expertise (e.g. Speech & Language, Reading or Numeracy), utilise resources and maintain effective links with outside agencies who support different areas. | | |
|  | Breakfast and After School Club support  Breakfast club runs every morning from 8:00 – 8:30am and after school club runs every afternoon which has 3 sessions:  3:15 - 4:15pm; 3:15 – 5:00pm and 3:15 – 6:00pm. Both are open to all year groups. (see website for details). | | |
| INCLUSION | How do you promote inclusion within the school? Including day and residential trips? How will we enable disabled children and those with SEND to have access to facilities and extra-curricular activities?  Resources are in place within classrooms for pupils who require support with sensory needs: wobble cushions, therabands, ear defenders, sensory boxes etc. Any other reasonable adjustments will be made to accommodate individual’s needs as appropriate. Children with SEND have equal access to extra-curricular clubs and support necessary to enable their attendance will be arranged as appropriate | | |
| What proportion of children currently at school have SEND? | 21% of our school are currently on the SEN Code of Practice register. | | |
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| PARENT SUPPORT INVOLVEMENT/LIASON | How do you involve/support the parents of children/YP with SEND  regarding identifying and meeting their needs. How do you  communicate their progress and areas of difficulty?  Parent and school partnership is crucial to providing effective support  for all children and particularly those with additional needs. Parents  will be informed of any concerns by the child’s class. They can ask for  an update of their child’s progress at any point by contacting the class  teacher. They can also seek pastoral support by speaking with the  Pastoral Support Worker. If there are concerns regarding a child,  discussing this at the earliest convenience will be most beneficial to all  involved.  How will the school prepare children with an SEND to join their next  setting/school/college/stage of education or life?  Within our school  Towards the end of the summer term children spend a morning with  their new class teacher for the following year. Current class teachers  meet with the teacher/s whose class the child will join to discuss all  children, with a particular focus on those in vulnerable groups.  Information is shared about the level of support individuals received in  the previous class and resources and techniques that have been  successful. Individual records are also passed on so new teachers can  see the history of involvement with any child. SEN profiles are passed  on to new teachers along with the latest version of the SEND action  plan for those pupils.  To/from other schools  We link with pre-schools and high schools in the area and share  records of all children on the SEN Code of Practice when children  transfer. In particular cases, where transition could be challenging,  additional visits may be arranged with the school in order to ensure a  positive experience of transition for the child. This will be managed  alongside a programme of pastoral support if appropriate. | | |
| INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE | How do you consult with pupils with SEND and involve them in their  education, including planning for SEND intervention.  Where appropriate pupils have the opportunity to discuss their  learning and achievements against their targets termly, during  conferencing days. | | |
| EVALUATING SEN PROVISION | How do you evaluate the effectiveness of provision made for children and young people with SEND?  Formative assessment (Teacher Assessment) and Summative assessment (Test) and recording routines used for all children enable class teachers to make judgements about children’s progress. Each class teacher is held accountable for their assessment data on a termly basis, which highlights all children’s progress. Where children are not making the expected progress, interventions are put in place. Individual targets set for SEND children will also show progress if they are met when reviewed. Children with SEND may also be reviewed using a range of other assessments such as the British Picture Vocabulary Scales (BPVS). These can be repeated to track progress over time. External agencies working with us in school may use more specialist assessments which also can help to monitor progress. Children with social, emotional and mental health needs may have progress tracked by monitoring how they respond to a range of pastoral support or behaviour management strategies and looking at the frequency and duration of periods of concerning behaviour. Parents and children will be invited to discuss and review individual targets at individual meetings held with the class teacher. If additional input from outside agencies is to be discussed, the SENCo may also attend these review meetings. Each meeting will look at progress towards meeting the targets set, next steps if they are met or additional support or alternative strategies to be put in place if targets remain the same. Pictorial formats will be used where needed to help children to share their views about how they are doing | | |
| SENCO contact details | Name of SENCO: Mrs Sharon Betts  Contact details: 01258 820417 | | |
| CONCERNS AND COMPLAINTS | How can parents raise concerns or make a complaint about SEN  provision?  Parents can make complaints or raise concerns through the openness  of the school  Any grievance or complaint should be addressed in the following  order:  1) Informal or formal communication with the class teacher;  2) Arranged meeting with the class teacher and SENCO;  3) Arranged meeting with the SENCO/Headteacher  4) Arranged meeting with the governor with responsibility for  Inclusion  5) The school will furnish the parents with a contact name to take the  matter further as necessary.  We also have a policy for complaints, which can be accessed on the  school website. | | |
| COMPLETED BY (Name and Position) | Sharon Betts – Headteacher/SENCO | | |
| DATE COMPLETED | September 2022 | | |
| UPDATE |  | | |