St. Mary's Catholic Primary School

School SEN Information Report

SCHOOL NAME	ST MARY'S CATHOLIC PRIMARY SCHOOL

TYPE OF SCHOOL	Mainstream	Phase 4-11 yrs

ACCESSIBILITY	Fully Wheelchair Accessible		To all teaching areas – we have a lift to gain access to the classrooms on the first floor.
	Auditory/Visual enhancements		We have introduced hush boards to rooms where the acoustics were poor. All areas are marked as appropriate.
	Other Adaptions:		
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer?		Yes
POLICIES	Are the schools policies available on its website for:	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes

DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	Yes

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 The Pastoral Support Worker, Mrs Bernie Wright, who is also an Emotional Literacy Support Assistant (ELSA), works throughout the school day to support 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 SEN budget. This includes equipment suggested by outside agencies e.g. weighted blankets or writing slopes advised in a report from an Occupation therapist.
	Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services Children with additional needs are supported through a range of intervention which increases 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.

	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 year group has a Teaching Assistant throughout the mornings to support children with additional needs during core subjects. The Inclusion Leader and additional Teaching Assistants work to target further support for those children with more complex and higher levels of need. During the afternoons, Teaching Assistants work within a specific area to deliver intervention across certain Key Stages or the whole school. This enables them to develop an area of expertise (e.g. Phonics or Numeracy), utilise resources and maintain effective links with outside agencies who support different areas. Interventions will take place within the shared areas around school enabling a group of children from different classes to access a group together.
	Breakfast and After School Club support 'Early Birds' breakfast club runs every morning from 8.00 – 8.40 open to all year groups. .
INCLUSION	How do you promote inclusion within the school? Including day and residential trips? How will we enable disabled children and those with SEN to have access to facilities and extra-curricular activities? The school has a chair lift to enable children with physical disabilities to have full access to the entire school site. All areas are marked as appropriate e.g. yellow paint on the edges of external steps, to ensure they provide safe access for those with vision impairments. There is a sensory room to support children who may need sensory breaks somewhere away from a busy classroom. Any other reasonable adjustments will be made to accommodate individual's needs as appropriate. Children with SEN 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 the school have SEND? 12% of our school are currently on the SEN Code of Practice register.
PARENT SUPPORT INVOLVEMENT/LIAISON	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. **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 SEN and involve them in their education, including planning for SEN intervention. Pupils have a copy of their targets on 'Good Learning Cards' (varying format according to age) and where appropriate, they 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 SEN? 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 half 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 SEN children will also show progress if they are met when reviewed. Children with SEN 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 LISA WATTS Contact details: 01202 676207
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 Head teacher, Deputy Head teacher or Assistant Head teacher; 4) Arranged meeting with the governor with responsibility for Inclusion, Mrs Monika Kwiatkowska; 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
OTHER INFORMATION	What else do you think parents would like to know about your school? We are an Attachment Aware School and have supported other schools with strategies and good practice.
COMPLETED BY (Name and Position)	MRS LISA WATTS SENCO
DATE COMPLETED	SEPTEMBER 2017
UPDATE	SEPTEMBER 2018