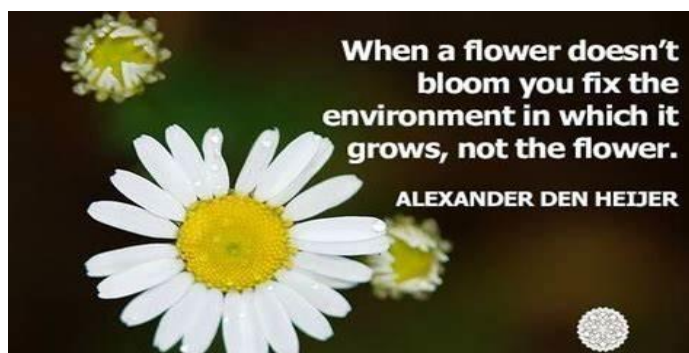




St Mary's SEND Local Offer



At St Mary's Catholic Primary School, we aim to provide everyone in school with opportunities to grow and develop academically, physically, intellectually and emotionally according to their own individual needs.

We embrace the fact that every child is different and therefore the needs of every child are different. We are proud to be a fully inclusive school.

The staff at our school are dedicated to encouraging all children regardless of their Special Educational Need and/or Disability (SEND), to make the best possible progress while they are in our care.

What kind of Special Educational Needs do we provide for?

At St Mary's Catholic Primary School, we provide for a range of Special Educational Needs.

There are four types of Special Educational Needs and Disabilities (SEND), as defined by the Department for Education:

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

How will parents be helped to support their child's learning?

Please look at our school website. It can be found at <https://www.stmarys-harrington.cumbria.sch.uk> and links to websites and resources that we have found useful in supporting parents to help their child learn at home.

In addition, the SEN termly newsletter or weekly bulletins may include sections that identifies local learning opportunities. The class teacher or SENCo may also suggest additional ways of supporting your child's learning. We organise a number of events during the year, curriculum evening and parents evenings. These are opportunities for parents to learn more about how to support your child's learning. If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

A school's provision for SEND is defined as **support which is additional to or different from that which is available to all students (SEND Code of Practice 2015)**

How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.



- Baseline, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo.
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

- All children are offered excellent Quality First Teaching
- Some children may benefit from small group work with more specific targets which may take place inside or outside the classroom. Children with social and emotional needs may be offered additional 1:1 counselling or Emotional Literacy Support (ELSA).
- For children on the school's SEN Register, progress is reviewed termly and next steps are planned accordingly. At this level a child may be described as receiving SEN Support.
- A few children will follow specialist programmes of teaching devised with the help of outside professionals.
- If after seeking external advice and implementing suggested ways of removing barriers to your child's learning and reviewing but seeing little or no progress. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching or 1:1 teaching which cannot be provided from the resources already delegated to the school.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Cumberland web site: [Families Information | Cumberland SEND Local Offer](#)
- After the school have sent in the request to the Local Authority (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.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need extra provision in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support already in place and keep reviewing to ensure your child makes as much progress as possible
- All provisions are reviewed and evaluated by the SENCO for their effectiveness.

How will pupils be involved in decisions regarding provision that can better meet their needs?

- The school has a nominated governor for Special Educational Needs who meets with the SENCo termly and reports to the Full Governing Body.
- We complete pupil profiles, these are completed with the pupils themselves to identify their abilities and strengths, their personal aims and how school can best support them.
- We also complete IEPs for the children, these identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term,



this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

How will the curriculum be matched to each child's needs?

- Quality first teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

- At St Mary's we encourage parents to be actively involved in their child's learning. In addition to the school's normal reporting arrangements, we also have an open-door policy to enable more informal and frequent conversations with you and your child.
- The progress of each child is carefully monitored and tracked on a regular basis. This along with other information gathered informs staff on the next steps for your child. We take action when pupils are not making the expected progress.
- Progress and targets are discussed as part of the school's normal reporting arrangements.
- In some cases, your child may require a Sen Support Plan or behaviour management plan which will be drawn up in consultation with you and your child and reviewed regularly. For some children with profound and lifelong needs an Education Health and Care Assessment may be requested with advice and support from external agencies. Pupils with an EHC Plan will also have an annual review meeting to discuss arrangements and progress. Children in Early Years with an EHC Plan will have 6 monthly review meetings.
- We can offer advice and practical ways you can help your child at home. Where appropriate we signpost parents to relevant agencies within the communities who can offer further support to you and your child. We may also send home a home-school diary, parents may find this a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01946 830433

How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at <https://www.stmarys-harrington.cumbria.sch.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the SEN termly newsletter or weekly bulletins may include sections that identifies local learning opportunities.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.



What support will there be for children overall wellbeing?

- Our teaching staff are experienced at dealing with children with a range of special educational needs. The children in our school are all treated with love, care and respect.
- We have a graduated approach to supporting mental health and wellbeing here at St Mary's Catholic Primary School.
- Children have access to yoga, meditation, mindfulness, exploring feelings and emotions. At the core of each of these is the importance of giving children an emotional vocabulary, the time and space to listen and reflect on how they feel and a set of tools to help them move to a more positive set of feelings when sadness, frustration, anger, loneliness, grief are experienced.

What specialist services are available at the school?

The school works in partnership with other agencies to support children with Special Educational Needs, for example, with;

- Educational Psychologist
- Health personnel such as Community Paediatricians, Speech Therapist, Physiotherapists and Occupational Therapists, School E Nurse
- Specialist Advisory Teachers for Autism, Speech, Language and Communication Difficulties, Physical and Medical Difficulties
- Social Services
- Police

What training do the staff supporting children and young people with SEND undertake?

- Staff training in relation to SEND is carried out on regular basis depending on the needs of the children within our school. Where possible we encourage training for all teaching staff in order to disseminate good practice for SEND children throughout the school, for example dyslexia, autism, speech and language training. However, individual staff or small groups of staff may attend training specific to their role or pertinent to a particular age group.
- Staff share expertise through collaborative training opportunities as well as accessing local and national training. Individual staff development needs are identified and met as part of the formal appraisal process.
- Weekly staff meetings start with discussing our children with SEND.

Specialist training has been provided through:

- The school has regular visits from the Educational Psychologist and SEN specialist teachers who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits fortnightly to assess and plan support for targeted pupils. These programmes are then delivered by a Teaching Assistant.
- The Governor with specific responsibility for SEN has completed the SEN Governor training.

How will the school prepare/support my child when joining or transferring to a new school?

At St Mary's Primary School, we believe information sharing is crucial to support any child's needs.

If your child has an already identified SEND:

- We will first invite you to visit the school with your child to have a look around and speak to staff.
- We will liaise with the previous school or setting to seek what additional support they have been providing.
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child start to help the transition be smooth and ensuring your child settles in with ease.



If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Children will have a 'move up' morning in the summer term to visit their new classroom environment. Additional visits can be arranged if necessary.
- Information will be passed on to the new class teacher in the summer term before moving on through a transition meeting with the class teacher and SENCo, with input from previous class teacher.

In Year 6

- If your child has an Education Health Care Plan, the SENCo from the secondary school will be invited to their Year 6 transition/annual review and Year 5 if necessary. If your child receives SEN Support the SENCo will discuss with the secondary school SENCo your child's needs and what support they have been receiving at St Mary's.
- All Files will be passed onto the secondary school SENCo.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in our school.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENCo- Mrs A Fulton
- The Headteacher- Mrs D Douglas
- For complaints, please contact the Chair of Governor's, Mr P Glaister, he can be contacted via the school office.