

## **St Mary's Catholic Primary School**

### **Brief description of the school**

St Mary's Catholic Primary School is a Voluntary Aided school. It is an average-sized primary school which educates children from Nursery to Year 6.

At St Mary's our Mission Statement is:

We walk together with Christ, to achieve our potential, helping one another to love, care, smile and learn.

Let your light shine.

### **How we identify if your child may need additional help and/or has special educational needs (SEN)**

The following policies are used for identifying children and young people with SEN and assessing their needs: Individual Needs Policy, Behaviour Policy, Safeguarding Policy, Anti-Bullying Policy, Teaching and Learning Policy and Accessibility Plan.

All children's needs are identified and met as early as possible through: observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review). We listen to and follow up parental concerns, and take into account the child's views, wishes and feelings.

### **How we involve parents and carers in meeting the needs of their child and in whole school developments**

At St Mary's all parents of children with special educational needs will be treated as partners, as they play a key role in their child's progress. Their feelings, views and wishes form a key part of all decisions made and their participation in the decision making process is regularly sought by staff through regular communication through support plan meetings.

### **How we will involve your child in the planning and review of their support**

Our aim is to take account of the views of the child at all times. Therefore, children are asked if they would like to contribute to their targets.

Their views will be recorded on their Support Plan. It will be at the Class teachers and SENCO's discretion whether it is appropriate for the child to attend at any meeting.

### **How we match the curriculum, teaching and learning approaches if your child has SEN**

At St Mary's the core subjects, reading, writing and maths are very important. We are well equipped with excellent Learning Support Assistants (LSAs) in each class, who are trained in a number of interventions to ensure that all children succeed.

### **How we provide additional support if your child has learning needs**

Our LSAs are skilled in a range of interventions that support all areas of the curriculum. The Individual Needs register is updated termly and uses data and teacher assessment to make judgements on children that may need support based on targets that have been set. A provision map tracks all learning provision taking place in the form of interventions.

### **How we provide additional support if your child has social and communication needs**

Pupils identified with social and communication needs have access to a range of social programmes in school delivered by well-trained learning support assistants or

class teachers. Our Pastoral Support Assistant is trained in a number of social skills interventions. Learning Support Assistants work closely with Speech and Language Therapists to support children with their set targets. All staff have attended training led by the Educational Psychologist on ASD. Where necessary, specialist expertise (ASCETS team) is brought in to support with key strategies and targets.

### **How we provide additional support if your child has physical, sensory and/or medical needs**

Pupils identified with physical, sensory and or medical needs have the curriculum and learning environment adapted according to their need. All staff within school are aware of all pupils with these identified needs. Small group activities or 1:1 sessions are implemented in order to address specific sensory difficulties.

### **How we provide help to support your child's emotional health and well being**

At St Mary's our PHSCE curriculum supports children's emotional health and well-being. We run intervention groups to improve the emotional and social development of those children who need extra support in this, including a rainbows group for children and 1:1 work building social skills and developing appropriate behaviours. Our Anti-Bullying policy emphasises that bullying is not acceptable and must be totally discouraged. All staff, including lunchtime staff, have a good understanding of how to spot and prevent bullying incidents. As a school we hold an annual Anti Bullying week to raise awareness for all children. We have a successful School Council which meet regularly to discuss issues affecting our pupils.

Our Pastoral Support Assistant is excellent at highlighting vulnerable individuals and supporting children with a range of needs. In addition, our School Counsellor works with identified children on a weekly basis.

### **How we promote developing independence**

All children are encouraged to be independent, for those with closely monitored one to one support, we ensure that this is reviewed on a regular basis. All adults in school are aware of these needs and know that independence and resilience are our aims for our children. We encourage all pupil groups to take ownership of their own learning including those with SEND.

### **How we measure and review your child's progress against their targets and longer term outcomes**

Pupils identified with SEND have regular support plan meetings with all professionals concerned, where targets are set and reviewed at regular intervals throughout the year. Prior to the meeting the child will be assessed on his/her targets and evidence will be shown to the parents in the meeting. The child will also have an opportunity to comment on their targets and what the next steps are. The teacher will review the current Support Plan and will write new targets.

Each year, parents are also provided with a written report from their child's class teacher which details their progress.

### **How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND**

St Mary's has a detailed Accessibility Plan that ensures that key areas of our school remain safe for all learners with SEND. Class work is differentiated and LSAs work alongside class teachers to support children with SEN individually or in small groups and to facilitate the class teacher working with children. Good links are made between classroom and interventions to ensure children receive a broad and

balanced curriculum. Specific resources are used to support children's learning and to improve their learning environments.

### **How we include children with SEND in the life of our school**

The school provides quality first teaching and makes full use of all available resources, before expecting to call upon outside resources. In many cases the action taken will mean that the child's needs are resolved. Only for those children whose progress continues to cause concern should additional action be taken. This may involve looking carefully at how lessons are organised, the classroom, resources, the books and materials they give to each child and the way they teach. Differentiated support used within our school includes: Small group work; 1:1 tuition, Toe by Toe; Phonics Support Groups; LSA support in lessons.

The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. This approach may be different learning materials or special equipment.

### **How we ensure that all our staff are trained and supported to meet a wide range of children's needs**

The SENCO attends local pyramid meetings and where provided, the Local Authority meetings.

Staff training: PED sessions are provided if and when needed. Training may include use of staff outside school (Educational Psychologist, Visual/hearing impaired).

The SENCO will incorporate staff training in staff meetings i.e. Dyslexia, dyscalculia, ASD, Speech and language, assessment of vulnerable groups etc.

The SENCO/Pastoral Support Assistant or senior leaders make the initial link with outside agencies. Agencies may provide advice and strategies for the class teacher to use, or work alongside the child in class. These agencies will include Child Health, Children's Community Centres, Social Services, IFSS, Educational Psychologist, ASD TEAM, Child Mental Health, Speech and Language Therapists and Educational Welfare Services.

### **External support and expertise we can call upon to help us to meet children's needs**

We have a wide range of professionals linked to St Mary's that support us with meeting the needs of pupils with SEND.

Access to LEA support services or occasional advice on strategies or equipment may make it possible for providing effective intervention without the need for regular input from external agencies. If further assessments are needed; the SENCO, class teacher and parent can consult with the external agencies such as the Educational Psychologist and other outside agencies

### **How we prepare children to join our school**

Prior to transition, it is common policy for SENCOs to make contact and hold meetings sharing key information or additional needs/concerns about pupils with SEND. Transition days are organised giving new pupils the opportunity to experience their new setting and meet new staff prior to commencing the new term.

### **How we prepare children to move on from our school**

When leaving our school, visits are planned to the child's new setting and children are able to meet and familiarise themselves with new staff. When appropriate, staff in our school will provide 'Social Stories' for children about their new class/setting for children to use at school and at home to familiarise themselves with before entering a new phase.

### How we deploy our resources to meet the needs of children with SEND

LSAs are trained in many of the interventions used in school. Each class is equipped with an LSA each day. Highly trained HLTAs are highly skilled within EYFS, Ks1 and Ks2 which provide additional support or run additional interventions for those children with additional needs.

### Contacts for more information

**Head teacher/ Principal:** Mr Chris Bratt

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**SEND Policies and SEN Information Report link(s):**

<http://www.st-marys-pri.doncaster.sch.uk/policies>