

St Mary's Catholic Primary School

SEN Information Report 2024- 2025



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

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As part of the Children and Families Act 2014, all schools are required to provide a Special Educational Needs and Disability (SEND) Information Report. This report details how the school aims to support children and young people with Special Educational Needs and/or Disabilities.

How we Support SEND

At St Mary's we strive to be inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

We talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving.

To ensure that all pupils have access to the school curriculum and all school activities we:

- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Promote self-worth and enthusiasm by encouraging independence at all ages and ability levels
- Support all pupils to achieve to the best of their abilities, despite any difficulty or disability they may have
- Provide every child with experiences to develop a sense of achievement
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities
- Regularly review systems and approaches in order to achieve best practice

Types of SEND

At our school we have experience of supporting children and young people with a wide range of needs. Types of special educational needs can include:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Autism
- ADD (attention deficit disorder)
- ADHD (attention deficit hyperactivity disorder)
- Emotional and Mental Health Difficulties
- Other Physical or Medical Needs

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Teaching, Learning and the Curriculum

We believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The curriculum is the planned activities that the school organises in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

Pupils who require additional access to personal and social communication interventions receive these within the school day and these are delivered by trained school staff as well as a school counsellor.

How we Identify and Assess Children with Special Educational Needs

Most children and young people will have their special educational needs met in mainstream schools such as St Mary's through good classroom practice. This is called Quality First Teaching. We follow a graduated support approach which is called "Assess, Plan, Do, Review".

This means that we will:

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do - by putting the provision in place to meet those outcomes
- Review the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. We encourage parents and carers to contribute to this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan.

How we adapt the curriculum and make it more accessible for pupils with SEN

A special educational need can be a number of different things. For example, a child may be having problems with reading, number work or behaviour, which can be helped by putting extra support in at school and by working in partnership with parents. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long-term need for special help.

Staff Continued Professional development is a high priority and therefore staff attend relevant training related to SEND where appropriate. This supports us in removing or reducing barriers to learning for our most vulnerable pupils. Whole staff training is also accessed so that staff are well informed to identify and respond to individual needs.

We employ adaptive teaching strategies so that all pupils can access learning appropriately in all subject areas. The school works in partnership with parents, feeder nurseries and the Local Authority Learning Difficulties and Disabilities Inclusion Services to assess and identify pupils with SEND.

Staffing Specialist Qualifications

- Mrs V Ramshaw (Headteacher) NASENCO Qualification
- Mrs J Davies (SENCO) NASENCO Qualification

Continuous Professional Development of Teachers and Teaching Assistants

- Fresh Start reading interventions
- RWI 1:1 tutoring
- Attachment Disorders
- Lego therapy
- Relax Kids
- Attachment in the Early Years
- Understanding Autism
- Adverse Childhood Experiences (ACEs) & Early Trauma
- An Introduction to Speech, Language & Communication
- ELSA

Finance

The budget allocation for schools is agreed by the Local Authority at the beginning of each financial year. Schools have an allocation of general support for SEND and an allocation of funding for individuals who receive Top Up or have an EHCP. Details of how this money is used to support children and young people with SEND is shown below:

- General Support for SEND
The school has an annual budget allocation for SEN based upon number and age of children on roll (AWPU), free school meals and prior attainment (ASN). The AWPU funds a curriculum that is organised to address the learning needs of all the children. The ASN funds together with the AWPU funds are used to support the majority of children who face moderate barriers to their learning. This funding is not linked to the number of children on the school SEN Register. At St Mary's this does not fully cover the cost of provision, however, it does contribute to the funding of the following:

- Permanent and temporary teaching assistants to support children at school support and EHCPs
- Intervention programmes taking place beyond the classroom, e.g. English, numeracy, speech and language
- Speech and language learning / SpeechLink programme and interventions
- Purchase of equipment and resources
- Referral into partner agencies requesting recommendations for support and equipment
- COL Budget
The Community of Learning (COL2) to which St Mary's belongs, receives additional funding to meet the shared needs and priorities of partner schools. This funding is used to access a trained counsellor who works in school one morning per week.
- Local Authority Budget
The LA currently decides which children with more complex/high needs will be allocated Top Up funding. This is allocated when the LA deems that the cost of provision provided to the pupil is over and above the AWPU funding allocated to the school. Funding is allocated to provide targeted support to individual pupils.

Pastoral, Medical and Social Support

We recognise the important role they play in supporting the wellbeing of pupils. This is due to carefully coordinated and evidence-informed approaches we have implemented to develop a mutually respectful ethos, where children feel safe and have a sense of belonging. Pupils' needs are identified early and tailored support is provided. To further compliment the individualised support already in place (ELSA, counselling; multi-agency support), we have introduced a range of proactive whole school strategies. This includes daily meet and greets for every single child; an increased use of positive language; a weekly No Blame Support Group in each class; and a restorative approach to managing conflict. Staff have received relevant training in de-escalation techniques; trauma informed practise; and comic strip conversations. We also refer pupils to the Emotional Wellbeing School Nursing Team.

Staff training is delivered to ensure effective care is provided for pupils with medical needs such as allergies, asthma etc. and this is seen as a whole staff responsibility.

Pupils with additional medical needs have a medical care plan that is available and communicated to all staff. Medication is administered by the school staff. Advice from medical professionals is adhered to.

Parents must sign a consent form to allow staff to administer medication.

How do we consult with our SEN pupils

Teachers and support staff work with pupils to identify any support needed to meet agreed outcomes. We encourage children to take an active role in setting their targets and discussing them with the class teacher.

How we consult with parents and carers

We are committed to working with parents and carers to identify their child's needs and support. We encourage parent and carer involvement by requesting that they contribute to the following practices:

- Termly open evenings/parent consultations.
- Ongoing discussions with a class teacher.
- Termly SEN Support Plan reviews or Annual Review of their EHC Plan.

SEN Transition

We recognise that transitions can be difficult for some children with SEN and we take steps to ensure that any transition is as smooth as possible through the following approaches:

- In the summer term before the children transfer to our school we organise transition visits with our nursery schools and settings. This involves the children coming with their parents, carers or a staff member to their new school and helping them to settle into the new environment and meet the staff. School staff visit the pupils in their own nursery settings to collect information and meet the child in his / her setting.
- School staff attend any review meetings prior to transition, in partnership with the nursery setting.
- Additional visits by the pupil and parents can be arranged for pupils with SEND.
- In Year 6, pupils with an EHCP will take part in a Year 6 review meeting with school staff, parents and a representative from the receiving school.

- In the year before children transfer to St Bede's School/Consett Academy Year 6 pupils attend a range of transition events. We will organise transition visits with other secondary schools where appropriate.
- SEND pupils are offered additional visits to secondary school.
- St Bede's (our feeder secondary school) provides a well-established transition programme for SEN pupils which includes a Summer School.

Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern, or their learning need is more complex and persistent.

External agencies and partners may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- Durham SEND Information, Advice and Support Service
- ASD team
- Behaviour Support Services
- British Deaf Association
- Central Durham Child and Adolescent Mental Health Service (CAMHS)
- School Nurse Service and Dieticians
- Special Educational Needs – Inclusion Team
- Emotional Wellbeing Team
- Occupations Health Service
- One Point Children's Service
- Paediatric Team – Stanley Family Centre
- Parent Partnership
- Physiotherapy Service
- Durham Educational Psychology Service
- Speech and Language Therapists
- The Service for Hearing Impaired
- The Service for the Visually Impaired

Compliments, Complaints & Feedback

We are always seeking to improve the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Headteacher.

We hope that complaints about our SEND provision will be rare, however, an initial attempt to resolve a complaint should be made at school level in accordance with our Home-School Communication Policy, located on the school website.

If the complaint is unresolved, then the person making the complaint should refer to the Trust Complaints Policy, also located on our school website. If necessary, parents/carers can access the local authorities commissioned independent disagreement resolution service.

Parents/carers can get also access support from Durham Special Educational Needs Information Advice Service (SENDIASS) <https://durhamsendiass.info/>