ST. MARY'S CATHOLIC PRIMARY SCHOOL, STUDLEY

Special Educational Needs & Disability (SEND) Information Report

Headteacher   O. Finnegan

Chair of Governors   S. Coyne

Glossary:

SEND	Special Educational Needs & Disability
LA	Local Authority
EAL	English as an additional language
SENCO	Special Educational Needs Co-ordinator
CAMHS (RISE)	Child and Adolescent Mental Health Service
OT	Occupational Therapy
LAC	Looked After Children
QTS	Qualified Teacher Status
EMTAS	Ethnic Minority and Traveller Achievement Service
STS	Specialist Teaching Service (Warwickshire)
SMART MOVES	Co-ordination, Organisation, Motor Programme
SPLT	Speech & Language Therapy
SENDIAS	Special Educational Needs & Disability Information, Advice & Support Services
EP	Educational Psychologist
EHC Plan	Education, Health & Care Plan

We are a fully inclusive school which strives to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all our pupils, including those with SEND, in order that they can realise their full potential and are treated as favourably as other pupils. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Our SENCO has QTS and is a member of the Senior Leadership team of the school. Our SENCO is Helen Tyrrell. Our SEN Governor is Sarah Coyne. Both can be contacted via the school office at any time during school hours.

Children are identified as having SEND when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement. Once this occurs, we have specific needs-based plans which help support their development and accelerate progress. Children who have a disability may need special adaptations or interventions to help them achieve. Children at St Mary's make good progress and achieve in line with other schools nationally with SEND. Other useful documents such as our SEND and Inclusion Policies are available on the school website. If you would like any further information about what we offer here at St Mary's then please do not hesitate to contact us directly.

It is vital that parents, pupils and staff work in partnership to ensure best provision. Pupils have individual meetings with teachers regarding their targets.

1. School entitlement offer to pupils with additional needs		
Communication and Interaction Needs:	Autistic Spectrum Disorders Speech, Language and Communication Needs	• Provision matrices for higher need SEND children – pupils, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child. Support & advice is sought from STS & SPLT.

| Cognition and Learning Needs: | Moderate Learning needs

Severe Learning Difficulties | • Whole school policies evaluated annually to ensure inclusion and progress for SEND pupils.
• Staff undertake continued |

		professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement. Our SEND Governor has regular meetings with the SENCO. • The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success. • Support and advice is sought and implemented from external agencies eg. STS to ensure any barriers to success are fully identified and responded to. • All staff have completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going programme to update these skills. • All support staff are effectively deployed to ensure pupil progress, independence and value for money. • Support staff have been trained and are skilled in specific areas of SEND and are deployed carefully to support those needs. • Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes. • Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion

		of SEND pupils. • Communication with parents is of paramount importance. Parents of SEND children are made aware of their child's need. They have individual appointments with the SENCO at Parents' evenings and can arrange to speak to the SENCO at any time between these appointments. • The engagement of parents/carers in formulating plans to support their children is central to the work of the school. • Teaching resources are routinely reviewed to ensure they are accessible to all pupils. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where necessary.
Behavioural, Emotional and Social Development Needs:	Behavioural Needs Emotional Health and Well-being Social Need	• The school ethos values all pupils and their diverse abilities are equally celebrated. • The school's behaviour systems are predominantly based on a positive approach. • The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised.
		• Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities. • Support is offered and signposted to families in order to reduce the impact of any disadvantage.

		• Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.
		• The school provides effective pastoral care for all its pupils and is judged to be supportive of their needs by the pupils themselves.
		• Access to information and support is provided within school for behavioural, emotional and social needs.
		• External support is sought and any advice implemented to support individual pupils' needs. (STS)
		• Pupil voice mechanisms lead to changes in school practices and procedures and encourage a greater level of involvement (School council, Learning Council).
		• Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school.
		• The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated (Peer mentoring).
		• Outdoor learning offers a different approach to the curriculum, which can support children with social, emotional and behavioural needs.
		• Individual support for pupils with greater behavioural/emotional needs is put in place where appropriate.

		• Exercise programmes are implanted where deemed necessary and under the advice of OT or STS or special school outreach services. • School has access to a named E.P.
Sensory and physical Needs:	Hearing Impairment Multi-Sensory Impairment Physical and Medical Needs	• Advice and guidance is sought and implemented from the LA inclusion team to ensure that barriers to success are reduced or removed (STS). • ICT is used to increase access to the curriculum where appropriate. • Additional adults are deployed to increase pupil success and independence. • Advice and guidance is sought from the School Health Service and implemented to respond to pupils who have significant medical needs, e.g. asthma, diabetes. • Staff receive training to ensure understanding of the impact of a sensory need upon teaching and learning e.g. deaf awareness, epi-pen training, and asthma. • Staff understand and implement the medicine administration policy. • The SENCO completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.

		• All entrances to the school have ramps fitted to enable wheelchair access. The school has a disabled toilet & a disabled parking place. • Classrooms which will have a child with a hearing disability are checked annually for auditory levels.

2. School offer to pupils who require support that is "additional to and different from" that received by other pupils

Pupils with English as an additional language (EAL)	As for 1 plus involvement of EAL co-ordinator.
Children in care	As for 1 plus involvement of social work team/LAC.
Traveller pupils	As for 1 plus involvement of EMTAS.
Refugee and asylum seekers	As for 1 plus involvement of LAC.
Minority ethnic and faith groups	As for 1 plus involvement of EAL service.
Pupils with medical needs	As for 1 plus involvement of Health services.
Young carers	As for 1 plus involvement of Young Carers Team/CAMHS.
Pupils at risk of exclusion	As for 1 plus involvement of STS. Educational Psychologists, Education Welfare Team.
Pupils from alternative gender groups	As for 1
Pupils from families under stress	As for 1 plus involvement of CAMHS/Zacchaeus support therapy/mentoring/counselling services. Rainbows Bereavement Group.

- For admission arrangements for pupils with SEND please see our schools admission policy.
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- For access facilities for pupils with a disability please see accessibility policy/plan.

  Links to Local Authorities Local Offer Site www.warwickshire.gov.uk/send
  Send Information and Advice Service www.family-action.org.uk/what-we -do/children-families/sendias/warwickshire-parent-partnership-service