



Special Educational Needs

Information Report

At St Mary's CE Academy, we meet children's individual needs, whatever they are. We provide for all types of SEND of which the broad areas are:

- Communication and interaction;
- Cognition and learning;
- Social emotional and mental health difficulties;
- Sensory and/or physical needs.



Admission of children with SEND

The Governing Body of St Mary's CE Academy are their own Admissions Authority, but work very closely with Sheffield Local Authority to admit pupil to the school according to its own admissions policy, which can be found at: <https://www.sheffield.gov.uk/education/information-for-parentscarers/pupil-admissions.html>. Children who have Education, Health & Care plans which name St Mary's CE Academy are given priority.

Assessment

All children are assessed on entry. We use the Development Matters Ages and Stages to assess children on entry to the Early Years Foundation Stage and we use National Curriculum assessment grids in Key Stage 1. These assessments tell us how well a child is attaining according to age-related expectations.

If a child is attaining below their age related expectation in any area, then the first thing that will happen is that their teacher will provide activities which are at the right level for the child (this is called differentiation). Children's progress will then be monitored by the class teacher. Most children will make progress if the work provided by their teacher is matched to their needs and they receive some extra support from their teacher or teaching assistant (this is called quality first teaching). Some children also have the opportunity to access a catch-up intervention programme for a few weeks.

If a child either is not making progress at all, or isn't making enough progress, then the teacher will consult the school's SEND co-ordinator (SENDSCO). The SENDSCO may advise the teacher to carry out some further assessments, such as a reading test, or may advise referring the child to a more specialist professional, such as our external Learning Support Teacher or the Speech and Language Service. Sometimes we involve Health or Social Care, if we think that would be helpful. We then put more specialised plans in place to meet the needs of the child. This is when we say that a child has Special Educational Needs – *a child is receiving provision different from or additional to that normally available to pupils of the same age.*

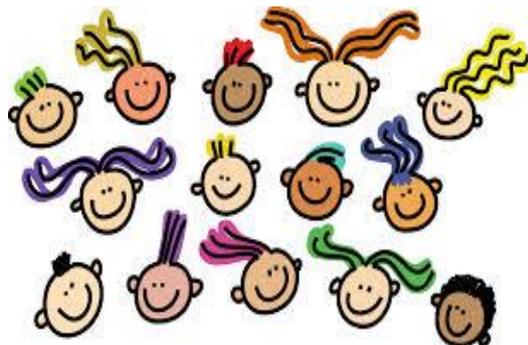
For one or two pupils, an Education, Health and Care Needs Assessment will be appropriate. This is a statutory process about which parents will be fully informed.

Involving Parents and Carers

Everyone:

- is asked about their child's needs when their child starts at St Mary's CE Academy;
- has the opportunity to come into school before or after lessons, or at a pre-arranged time to meet the class teacher;

- has a telephone number & email contact in which they can write messages to the class teacher and receive a reply;
- can telephone or email the SENDCO or Executive Headteacher / Head of School with any concerns or queries;
- is invited to parents and carers meetings on a termly basis;
- receives a termly Pupil Progress Report whether they attend Parents' Evenings or not;
- receives an annual report;
- is invited to all school events.



Some parents:

- whose child is receiving extra support in class are informed about it at Parents' Evenings or at additional review meetings;
- whose child is chosen to go on a catch-up programme will know because the teacher will inform them;
- may notice things at home that we do not observe at school (please let us know any information that we need to know about your child's needs and development).

A few parents:

- whose child needs more specialised support, because they have SEND, will be invited to have **planning meetings** in school with the SENDCO, class teacher and any specialist staff involved, to decide how best to meet their child's needs. These meetings happen at least once a term and more often, if needed.

Children who are looked after by the local authority will have planning meetings as a matter of course, these may be more frequent if they have SEND.

Involving Children who have SEND

Before each planning meeting, a member of staff will talk to each child with SEND and find out their views. They might ask about what the child finds easy or hard, who the child goes to for help, what the child would like help with next and what the child likes doing, etc.

All the staff who are working with children with SEND are observing them and listening to them on an on-going everyday basis. They are alert to children's feelings and report any changes to the SENDCO and the parents.

Planning Meetings with Parents

First Planning Meeting (Assess, Plan & Do):

- At the first meeting everyone in attendance, including the parents, will contribute to an **assessment** of the child's needs. The views of the child which will have been gathered by a member of staff will be included.
- Next, everyone agrees on a **plan** for how best to meet the child's needs. This will include agreed actions for everyone (including parents), the expected outcomes from the actions and by when they should happen.
- After that, everyone goes to **do** the things that have been agreed.

Second Planning Meeting (Review, Assess, Plan & Do):

- This starts with a **review** of the plan to see how successful it was.
- The **assessment** is then reviewed to see if anything needs to be added or changed
- A new **plan** is agreed.
- Everyone leaves to **do** what has been agreed.

Planning meetings are then repeated until either the child leaves school, or they are no longer needed.

Transition to a New / Secondary School

The SENDCO attends the last planning meeting at St Mary's before the child leaves to plan everything that needs to happen to ensure a successful transition to the child's new school.



Possible Plans for Children with SEND

At St Mary's, we are very flexible and will do our best to put in place whatever a child needs, so that they are not treated less favourably than other pupils. This could include:

- A sensory approach to learning;
- More practical activities;
- Smaller learning steps;
- Extra help/supervision from a member of staff;
- Small group or one to one work;
- Different resources or facilities;
- A visual timetable;
- A work station.

All staff are experienced and trained in meeting children's SEND. When needed, specialist training is arranged so that a child's plan can be delivered.

A Whole School Approach

At St Mary's, we have a whole school approach to SEND and this is part of our strategic plans every year. The progress of children with SEND is evaluated, is on our School Development Plan and a part of staff performance management.

As part of our whole school approach:

- We make sure that adjustments are in place so that children with SEND can access all the activities available in school. We may provide additional resources or support, or we may adapt the activity to make it accessible.
- We provide high quality support for improving everyone's emotional and social development by encouraging & making every opportunity for children to make their views and feelings known;
- We have a rigorous reporting and monitoring system for bullying and investigate any complaint thoroughly and seriously.

Access Facilities

For children with interaction & communication needs we use visual timetables, communication in print labelling and Makaton Sign Language. Unfortunately, access to all classrooms is limited for anyone who has impaired movement as the school is of a Victorian design on three levels with staircases between.

Expertise within school to support children with Special needs & Disabilities

All of our teachers are trained to work with children with Special Educational Needs and Disabilities. Some are very experienced and whilst others might be less so, due to not being in the teaching profession for as long, all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or other courses run by a range of providers. Some TAs and HLTAs have expertise and training on specific areas or specific interventions. All TAs work with children with Special Educational Needs and Disabilities.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to buy in additional expertise from appropriate professionals.

We have good relationships with outside agencies such as Learning Support and the Educational Psychological Service. We access other agencies such as the Multi-Agency Support Team, Physiotherapy Service, Speech and Language Therapists, Autism Service, CAMHS Team as needed to meet individual needs. We work closely with these external agencies for support and they will supply specialist equipment, resources and facilities to support specific children with additional needs when required



Evaluating the effectiveness of the Provision for Children with Special Educational Needs and Disability

We evaluate the effectiveness of our SEND provision with various stakeholders, for e.g. during Pupil Progress Meetings with the class teacher, SENDCo, Executive Headteacher & Head of School; as well as during termly reviews involving parents, school and outside agencies.

The school uses tracking data to carefully map the progress of all pupils, and the Senior Leadership Team meet with class teachers to monitor this. Pupils are assessed before and after interventions to monitor effectiveness. Learning targets are monitored and assessed at least termly.

The Executive Headteacher reports back regularly to the Governors on the effectiveness of the provision who meet on a termly basis.

Supporting Children's Emotional and Social Development

All year groups have allocated Teaching Assistants and they provide much informal monitoring of children's social and emotional well-being. They are also around to support children during less formal times, such as in the playground. They feedback to the class teachers any concerns they may have about individual children.

We run social skills groups when appropriate and have playground leaders to support children. Regular anti-bullying activities also take place in school.

We also contact outside agencies, such as MAST, with a view to supporting children with their emotional and social development.

Complaints

Should parents of children with SEND have any complaints about the provision for their children, they should contact either the SENDCO or the Executive Headteacher / Head of School. If their complaint is not resolved, then they should follow the School Complaints Procedure, which is available from the school office and the school website.

The Local Offer

The School's contribution to the local offer can be found at:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/organisation.page?id=uEDmRecXH60&familychannel=0>

SEND Co-ordinator:

The SEND Co-ordinator for our school is: Sylvie Roux

Contact: sylvieroux@st-marys.sheffield.sch.uk / telephone: 0114 2344461.

