



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2020-2021

St Mary's Catholic Voluntary Academy is a mainstream primary school which believes all children have a right to the best education possible and that all pupils regardless of any barriers to learning can and should attain their potential.

This includes children having special educational needs and explains why at St Mary's Voluntary Academy all teachers are teachers of children with special educational needs.

The Inclusion Lead is Caroline Britton - cbritton@mmb.srscmat.co.uk

At St Mary's Voluntary Academy we embrace the fact that every child is different and, therefore, the educational needs of every child are different. We strive to support all children to enable them to achieve their full potential at school. In order to do this, many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. This may be an indication of a special educational need (SEN), or may be a short term need.

The SEN Code of Practice defines Special Educational Needs as follows:

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Please see St Mary's Voluntary Academy Special Educational Needs (SEN) Policy.

In September 2014, the Government made changes to the law for children and young people with Special Educational Needs and Disabilities (SEND). For a summary of the latest reforms please see New Arrangements For Supporting Children And Young People With Special Educational Needs (Sen) And Disabilities.

WHAT IS THE LOCAL OFFER?

The **Local Offer** is a description of all the services available to support disabled children and children with SEN and their families. This information should set out what is normally available in schools to help children with SEN as well as highlighting what support is available for families who need additional help to support children with more complex needs. Please access the Stockport Local Offer.

WHAT IS STOCKPORT'S ENTITLEMENT FRAMEWORK?

The **Entitlement Framework** will help teachers and school leaders to further improve how they support children and young people with Special Educational Needs and Disabilities and help parents to understand the how the needs of their children should be met.

St Mary's Voluntary Academy has carefully considered the following questions, frequently asked by parents and carers.



1. WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

Speak to the class teacher. They are available after school for informal conversations but can make a longer appointment with you at a time that is mutually convenient.

If you have further concerns, contact Mrs Fionuala Boucher (Executive Head) or Mrs Caroline Britton (Inclusion Leader). Appointments can be made through the office or telephone 0161 427 7498 or via email caroline.britton@st-marys-marplebridge.stockport.sch.uk

In some cases Mrs Caroline Britton (Inclusion Leader) will complete an Early Help Assessment (EHA: used to be known as a CAF - Common Assessment Framework) with the parents and carers to get a fuller picture of your child's needs and to prioritise these. The EHA can then be used, with parental permission, to refer to outside agencies like Speech and Language, or Occupational Therapy, so that a more specialised assessment can be completed. In some cases, if several barriers to a child's learning are identified, then a TAC (Team Around the Child) meeting will be arranged where relevant agencies are invited along with parents and carers to plan a package of support to help your child.

2. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

- Admission information provided by parents or carers and previous educational settings.
- Concerns raised by parents/carers, teachers or the child themselves.
- Ongoing marking and assessments by class teacher and discussions in pupil progress meetings with the Senior Leadership Team, Mrs Fionuala Boucher, Miss Alice Poole, Mrs Caroline Britton and Mrs Cathy Finney.
- Information provided by external agencies including health.
- External information provided by outside agencies such as Learning Support, Speech and Language Therapy, Occupational Therapy and Educational Psychologist.

The identification of SEND is overseen by our school's Inclusion Leader, Mrs Caroline Britton. You can contact her via phone call 0161 0161 427 7498, email cbritton@mmb.srscmat.co.uk or speaking in person on a Wednesday.

3. WHICH ASSESSMENTS AND IDENTIFICATIONS OF NEEDS ARE USED FOR ALL SEND PUPILS IN SCHOOL?

- evidence from teacher observation and assessment
- their performance against the year group expectations.
- standardised screening or assessments tools

Diagnostic tests also help us to identify areas of weakness and to plan strategies to develop these areas. Pupils will be retested at the end of a programme of work to monitor progress and report attainment.

We ensure that the information revealed from assessments is used productively to identify and plan the best provision for the specific needs of each pupil. We also ensure that our pupils' special educational needs are known to other schools and colleges to which they may transfer.

As a school, the decision to place a child on our SEND register follows the assess, plan, do; review cycle named in the SEND Code of Practice (2014)

Assess – this involves taking into consideration all the information from parents or carers, the child, the teachers and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers

Do – providing the support or extra assistance for learning or learning aids as set out in the Individual Educational Plan (IEP).

Review - measuring the impact of support provided, and considering whether changes to that support need to be made. This stage then informs the next cycle if necessary. This will take place each term.

4. HOW DOES ST MARY'S VOLUNTARY ACADEMY SUPPORT A CHILD WITH SPECIAL EDUCATIONAL NEEDS?

All teachers at St Mary's match the curriculum to the needs of the individuals in their classes. The children are taught from their own starting points and set personal targets.

If a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. They may be given an Individual Education Plan (IEP), which will identify manageable next steps in learning for the pupil. Targets will be set and monitored by the class teacher. IEPs will be shared with parents termly and a copy given to them.

Teaching Assistants (TAs) may be allocated to work with a pupil in a 1:1 or small group to target more specific needs.

If more specific areas of education are identified on a child's IEP, such as spelling, handwriting, numeracy or literacy skills, then the pupil may be taught in a small group. This will be run by a teacher or a teaching assistant. The length of time of the intervention will vary according to need. These interventions will be recorded on the school provision map. If you have any queries about the intervention please do not hesitate to contact the class teacher or INCLUSION LEAD.

Occasionally, a pupil may need more expert support from an outside agency, such as Speech and Language Therapy or Occupational Therapy. A referral will be made with your consent and sent to the relevant service. After further assessments, a program of support may be given to the school and parents/carers.

5. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO THE NEEDS OF A SEND CHILD?

The SEND budget is allocated on a needs basis each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The Executive head, Mrs Fionuala Boucher and the diocese decide on the budget for SEND in consultation with the governors and Mrs Caroline Britton as the school's Inclusion Leader, on the basis of the needs of the children currently in school.

Resources are allocated, including the deployment of staff for individual pupils or groups of pupils, based upon an assessment of needs for each pupil following pupil progress meetings. This will include a discussion on children already receiving extra support, children needing extra support and children who have been identified as not making as much progress as would be expected.

A Teaching Assistant in each class supports the provision of a range of intervention programmes which is inclusive of but not limited to Stockport Early Reading Intervention (SERI) from Early Years to Year 2, as well as targeting children in Key Stage 2 as appropriate. Other available interventions include Better Reading Partnership (BRP), Motivational Maths, Word Wasp, Motor Skills United and specific therapies (such as Speech and Language) across the school.

The allocation of our budget is monitored by the governors and the MAT. All resources and training and support are reviewed regularly and changes made as needed.

6. HOW WILL THE CURRICULUM BE MATCHED TO MEET MY CHILD'S NEEDS?

Teachers at St Mary's Voluntary Academy aim to meet the learning needs of all pupils by using a range of different teaching styles. These include: practical, hands on activities; use of the interactive whiteboard; multi-sensory provision; outdoor learning; collaborative group work and reflective independent working.

The curriculum will be differentiated accordingly to suit each pupil's individual needs. This may include additional general support by the class teacher or by a teaching assistant in class. Pupils may also be supported by differentiated resources within school.

If a child has an IEP (see above) he or she will be supported in working towards the outcomes identified on their IEP, wherever possible within the classroom. Some smaller group work may take place in other quiet, purposeful spaces across school.

7. HOW DO THE TEACHERS KNOW HOW WELL MY CHILD IS DOING?

On a daily basis, teachers at St Mary's review the teaching and learning in the classroom and plan next steps in learning accordingly.

The interventions provided on the school provision map will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Pupil progress meetings are held each term with Fionuala Boucher (Executive Head) to discuss the progress of pupils in their class. This shared discussion may highlight any potential problems and allow for further support to be planned.

On some occasions, more formal assessments may be carried out to ascertain how much progress has been made and to inform the next steps in planning for your child. Such assessment may include reading assessments. Your child's teacher will explain any assessments they have used with your child.

8. HOW CAN I WORK WITH ST MARY'S VOLUNTARY ACADEMY TO SUPPORT MY CHILD'S LEARNING?

You can work with us by:

- reading at home regularly - listening to your child and reading to them
- supporting any additional activities that are sent home, either by school or other agencies
- sharing information about your child's strengths and areas for development
- attending any parent's information evenings or progress meetings that are held in school
- contributing to your child's IEP – forms are sent out ahead of parent's information evenings to consider what is/is not working and next steps
- being positive with your child and recognising the small steps of progress they make

9. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

The school offers a variety of pastoral support for children who are experiencing emotional difficulties. These include:

- Members of staff such as the class teacher and Teaching Assistants (TAs) who are readily available for pupils who wish to discuss issues and concerns
- Nurture group sessions
- Playtime and lunchtime support for those who find these times challenging

The Inclusion Lead may also contact outside agencies for further advice and support.

10. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

When reviewing SEND Access Plans or Education, Health and Care (EHC) plans, children are encouraged to contribute to their strengths, the ways that they prefer to learn and to their areas for development. They can share what they like to do and what they think they need to improve on. Some of the older children are invited to contribute their views to review meetings and Team Around the Child (TAC) meetings if appropriate.

Children are encouraged to talk to staff if they have any concerns, in particular, relating to their emotional health and well-being. Our Inclusion Lead is Mrs Caroline Britton and Mental Health and Well-Being lead is Mrs Sarah Bradbury.

The School Council are regularly asked to feedback on any aspect of school life that they may be worried about or that can be improved.

11. WHAT SUPPORT IS IN PLACE FOR BEHAVIOUR, AVOIDING EXCLUSIONS AND INCREASING ATTENDANCE?

St Mary's Voluntary Academy believes that everyone has the right to learn, the right to feel safe and the right to be treated with respect. These rights are taught throughout school and continually revisited and reinforced.

In order to promote British values and prepare our children for life in modern Britain, a character strength, such as perseverance or tolerance, is introduced in assembly. The children receive regular certificates and rewards for positive behaviours.

Teachers follow a positive behaviour policy, rewarding good behaviour wherever possible. Please see our Behaviour Policy. Children are rewarded for exemplary behaviour through our dojo point system, whereby they are able to earn rewards if they receive the most points.

In addition, the school may access support from the Behaviour Support Service (BSS). The BSS is available to advise staff on behavioural needs, observe children in class and work with children individually or in small groups. If we are accessing the support of this service for your child we will inform you. Where individual work is felt appropriate for a pupil we will ask for parental consent.

This service will provide support for families, pupils and the school if a pupil is at risk of exclusion. School will work exceptionally hard to avoid exclusions and ensure support from BSS and other agencies are tried first, ensuring exclusion is a last resort.

12. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

At times it may be necessary to consult with outside agencies to receive more specialised expertise to help school as well as parents and carers to best support their child. We will discuss any referral we are thinking about making with you first so you are fully aware of what is happening and what are concerns are. You will have the opportunity to say what you think about our referral.

These can include but is not limited to:

- **Educational Psychologist** The psychologist will provide advice to both parents and carers as well as the school once assessments and observations have been completed. Our Educational Psychologist is Helen Barr.
- **Speech and Language Therapists** Working with children who have difficulties with speech and understanding language. Our current therapist is Catrina Dawson.
- **Learning Support** Working with children who have general, specific or complex learning difficulties. Our Learning Support Teacher is Anita Norburn.
- **Behaviour Support Services (BSS)** Working with children who have any behavioural or emotional needs. Our current BSS teacher is Louise Lamont.
- **Sensory Support Services (SSS)** Working with children who have sight or hearing concerns.
- **The Inclusion Team** Working with schools to support children who have an Autistic Spectrum Condition (ASC).
- **Physiotherapists** Working with schools to support children that need an individualised physiotherapy programme.
- **Primary Jigsaw** Working with schools to support children with a range of difficulties with emotions
- **Occupational Therapists** Working with schools to support children who have difficulties with a range of practical skills including sensory difficulties.
- **Signpost Young Carers**
- **Healthy Young Minds Stockport (HYMS)** – formerly CAMHS (Child and Adolescent Mental Health Services)
- **Your child's GP**
- **School Nurse**
- **Social Services**

13. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE OF THE CLASSROOM INCLUDING SCHOOL TRIPS?

- We believe that all children should be included in every part of the school curriculum.
- We aim for all children to be included on school trips and visits (including swimming and our Year 6 residential to the PGL) and will endeavour to provide the necessary support, making reasonable adjustments (such as adapted transport and specialist equipment).
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety needs are accounted for. This may include additional one-to-one support to enable a child to take part in a trip.
- In the very unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be arranged that will cover the same curriculum areas. If this is the case for your child, then this will be discussed with you well in advance
- Parental support and additional support will be sought as necessary in order to ensure the safety and wellbeing of all pupils during activities outside the classroom.

14. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

St Mary's Voluntary Academy is fully accessible to anyone with physical needs including full wheelchair access and disabled toilet.

As a school we are happy to discuss individual access requirements.

15. HOW WILL THE SCHOOL PREPARE MY CHILD FOR JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

Many strategies are in place to enable a pupil's transition to be as smooth as possible.

We encourage all new children to visit the school prior to starting so that they can become familiar with the staff and our working environment. This will include transition sessions for parents and children before they start school. This normally consists of a ½ hour appointment slot to come and visit the Early Years Classroom and outdoor provision prior to starting school.

If necessary and appropriate, we can arrange additional visits for children with specific transition needs. We are happy for parents and carers to request these.

Mrs Fionuala Boucher (Executive Head), Mrs Caroline Britton (Inclusion Leader) and Mrs Sarah Bradbury (Reception teacher) are happy to meet parents for further discussion on specific needs prior to their child starting school.

All pupils in school have transition sessions with their future class teacher during the summer term. For transition to high school, we liaise with the schools involved and arrange visits.

Some children benefit from extra visits and we arrange transition meetings if necessary, for children with a higher level of need. Parents are invited to attend these. Mrs Louise Lamont (our BSS worker) and Mrs Judy Alder (Inclusion) will work with some children who need more support to make a successful transition to secondary school.

We have handover meetings with SEND staff from our main feeder school, Harrytown High School, and liaise with the SEND departments of other high schools as necessary to ensure that we share our in-depth knowledge of each child with SEND.

All relevant paper work is transferred via a safe system.

In some instances resources are produced such as social stories, photographs to aid pupil's transition.

16. HOW WILL I BE INVOLVED IN DISCUSSIONS AND PLANNING FOR MY CHILD'S EDUCATION?

The provision and its impact will be shared with you at termly review meetings. This can sometimes be an extension of the school's Parent's Evenings, although sometimes a longer appointment will be necessary. You can always make an appointment to discuss your child's progress at other times of the year by contacting your child's class teacher. Your own views of your child's progress are very important to us. Parents of children receiving SEND support will be sent a form ahead of the school's Parent's Evenings to consider what's working, what's not working, what needs to change.

17. WHO CAN I CONTACT FOR FURTHER INFORMATION?

The first person to contact is your child's class teacher.

Your next point of contact is Mrs Fionuala Boucher (Executive Head) or Mrs Caroline Britton (Inclusion Lead). Appointments can be made via phone call 0161 427 7498, email cbritton@mmb.srscmat.co.uk. Mrs Britton is available for parent meetings on a Wednesday.

For additional advice regarding pupils with SEND you can also contact [Parents in Partnership](#) on 0161 286 4230 or the [SEND section](#) at the Local Authority on 0161 474 2525.

- If you have a complaint regarding the provision made at school for your child, please contact the Executive Head, Mrs Fionuala Boucher in the first instance.
- If your child is not currently at our school but you are considering sending your child here and you have questions relating to SEND, please contact our Inclusion Lead, Mrs Caroline Britton.
- For more information parents may wish to access Stockport's [Local Offer](#) for SEN&D children.
- The [Information, Advice and Support Service](#) is an organisation which supports parents / carers of pupils with SEND. Contact details: Stockport Voluntary Action Youth, Woodbank Youth Centre, Turncroft Lane, Offerton, Stockport, SK1 4BN Tel: 0161 480 3189 Email: stockport@kids.org.uk
- [Parents in Partnership](#) is a voluntary group for parents and carers who children in Stockport with disabilities or additional needs. Contact details: Tel: 07786 101072, Email: info@pipstockport.org
- Information about support and services available from Stockport Local Authority can be found at www.sensupportstockport.uk or www.stockportinfo.co.uk

ACRONYMS EXPLAINED

ASD	Autistic Spectrum Disorder
BRP	Better Reading Partnership
BSS	Behaviour Support Service
CL	Cognition and Learning
EAL	English as an Additional Language
EHA	Early Help Assessment
EHC	Education Health and Care plan
HYMS	Healthy Young Minds Stockport
LAC	Looked After Child
OT	Occupational Therapy
PP	Pupil Premium
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SEMH	Social, Emotional and Mental Health
SERI	Stockport Early Reading Intervention
SLCN	Speech, Language and Communication Need