St. Mary's Catholic Primary School
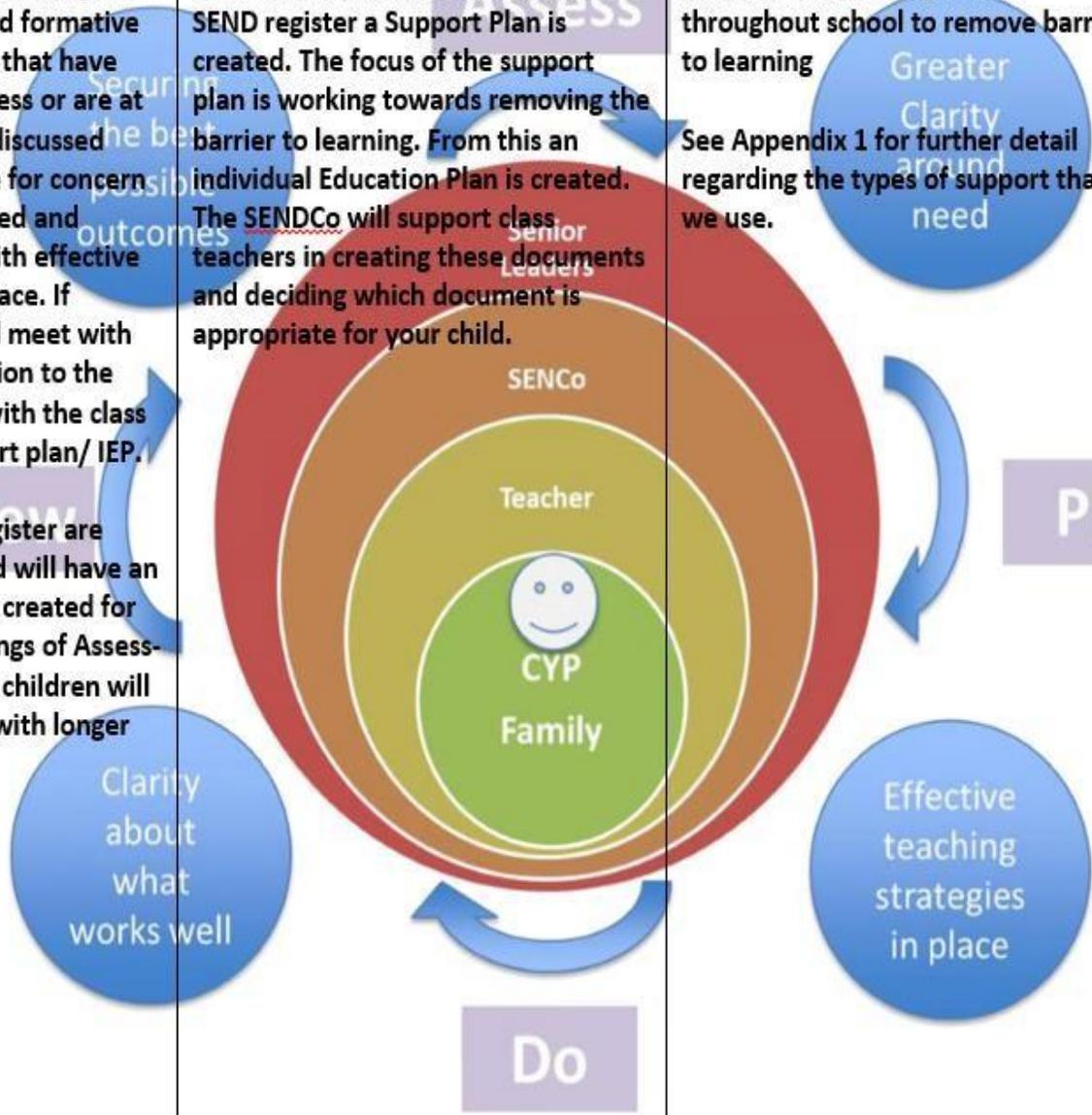
'Faith in Education'

SEND School Offer

Approved by Governors	*February 2025*
Next Review Date	*February 2026*

Appendix 1

Assess	Plan	Do	Review
All children are assessed on a regular basis using summative and formative assessment. Any children that have not made expected progress or are at risk of falling behind are discussed with the SENDCo. A cause for concern is generated and completed and monitoring takes place with effective quality first teaching in place. If required, the SENDCo will meet with parents and discuss addition to the SEND register and work with the class teacher to create a support plan/ IEP. All pupils on the SEND register are known to the SENDCo and will have an Individual Education Plan created for them following the headings of Assess-Plan – Do –Review. Some children will also have a support plan with longer term goals.	Once a child has been added to the SEND register a Support Plan is created. The focus of the support plan is working towards removing the barrier to learning. From this an individual Education Plan is created. The SENDCo will support class teachers in creating these documents and deciding which document is appropriate for your child.	Quality first teaching is used throughout school to remove barriers to learning See Appendix 1 for further detail regarding the types of support that we use.	On a half termly basis the SENDCo monitors the progress of all children on the SEND register. They complete pupil voice, book look and learning walks to ensure support plans and IEPs are being followed and that they are appropriate. Interventions that are put in place are reviewed on a regular basis (dependent upon the program) and added to the IEP. See Appendix 2 for the interventions we use. Once the review has been completed, we then either assess and start the process again with different targets or refer to other services. All of the appropriate strategies in appendix 1 will be explored before an EHCP application considered.

Appendix 2:

Barrier to learning	St. Mary's understands that children who are not making expected progress will often have underlying reasons that we need to unpick and try to overcome before the need for more focused interventions. The information below gives an overview of the most common reasons for children at risk of falling behind and the strategies that we use to overcome them. As we work very closely with all stakeholders the strategies that we use are personalised for individual children and added to their support plan and IEP. Lots of these areas overlap.
Low self- esteem and or anxiety	• We focus on strengths and use positive reinforcement throughout the day. The praise is specific and descriptive rather than general. The way this is done is dependent upon the child. (Some children prefer quiet more private praise) • We plan different types of activities to allow all children the 'let their light shine' and help children to recognise their strengths. • We use reflective listening by checking the learner's input/ideas by asking questions to confirm understanding • We plan activities that allow for positive outcomes- for example our writer's toolkit supports with hot writing. • Never put a child on the spot to answer a question- always give thinking time and this should be built into lessons. Chill out zone can be used whenever a child needs it • School counsellor works with children to give them strategies to support • We are working alongside a SEMH group to support children in CBT , friendship groups and more □ Family therapy
Attention and concentration	• We will always try to give very clear, short instructions which require one activity at a time. • We use the child's name first to get their attention prior to speaking or asking • We ask specific questions to ensure instructions have been understood • We repeat instructions several times- always using the same language • We use checklists on desks help children to look at what they need to be doing in a lesson • We use tick lists of tasks that need to be completed • Large font may be used to allow information to be clearly read avoiding block capitals, underlining and italics. • Some learners are really adversely affected by the use of bright white paper, so we may use a softer colour. • We use NTPre cursive font for tasks • Pupils may have personalised methods such as card systems / teacher signal to gain attention

Behaviour	• We understand that some behaviours are all about concealing or covering up anxiety. Anxiety and fear can show itself in pupils as anger/ annoyance. • We work with all stakeholders to better understand triggers – what is it that will make a learner anxious. We work together to put strategies in place that can remedy the anxiety which in turn can remedy the poor behaviour. • We are aware that anxiety may take different forms. With some it is obvious, resulting in the pupil 'acting out' with poor behaviour. With others it may be hidden - many pupils simply shy away preferring not to be noticed. We acknowledge both types. • We ensure the classroom is a positive environment, thinking about seating, ear defenders, concentration stations • Create an atmosphere of trust • Prepare learners for what is coming next, eg, visual prompts, timetables discussion and pre learning if it is new to the child • Voice recorders to support with writing barriers • Movement breaks/ delivering messages to get a pupil out and moving • Quiet time to regulate and discuss and validate emotions • We use Communicate and Regulate to teach children to recognise and name their own feelings and explore how they can deal with different situations which may arise • School counsellor supports children to devise strategies they can use • Chew/fiddle toys are provided for children that need them to focus attention • Wobbles cushions / kick bands are provided to support sitting and moving
Language and Communication	Communication • We use simple sentences • 'think time' is built into lessons so that pupils can process information, instructions and/or questions. ☐ We avoid (or explain) idioms/double meanings • We will always avoid sarcasm • Now and next boards are used for children who need them
	• Staff wear lanyards to encourage communication by the reinforcement of language through pictures where it is needed • We use the pupils name prior to talking to them ☐ We use calm and clear voices

Working Memory / Processing	• We break any task down into manageable sizes – bite size. • We regularly check understanding through specific questions • We mark in blue pen using clear and small steps • We use desk checklists • We use task checklists • We have displays and classroom prompts to support pupils
Attendance	Attendance is monitored and Half Termly attendance letters are sent to all children whose attendance is below 90% and causing concern. We operate a first day of absence telephone calls if the absence hasn't been notified to us and if we get no response we will visit the home for a welfare check. If we still can't contact the family, we will contact children's services. In the event of emotionally based school non-attendance School staff will collect children from home if parents feel that would be supportive.

Appendix 3

Resources we offer	Interventions we offer
Wobble cushions Kick bands Pen/ pencil grips Writing slopes Desk prompts Visual timetables Scaffolding prompts Manipulatives Ear defenders Fidget toys Help sheets Word mats Dyslexia overlays	First Class at Number Success at Arithmetic Dyscalculia Program Dyslexia Programme Narrative Programme Listening Programme Word Aware Inference Launchpad for Literacy Lego club Communicate and Regulate SALT OT Read Write Inc Fast Track Phonics Friends Resilience and offers from Connect Mental Health Team School Counsellor

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
Communication and Interaction Needs: e.g. • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties	• Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. Differentiated curriculum and resources
Cognition and Learning Needs:	• Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review.

Moderate Learning Difficulties	☐ Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process. ☐ Teaching resources are routinely evaluated to ensure they are accessible to all pupils. ☐ Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. ☐ Differentiated curriculum and resources
Social, Mental and Emotional health e.g. • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing	☐ The school ethos values all pupils. ☐ Behaviour management systems encourage pupils to make positive decisions about behavioural choices. ☐ The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. ☐ Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities, as appropriate ☐ The school provides effective pastoral care for all pupils. ☐ Support and advice is sought from outside agencies to support pupils, where appropriate. ☐ Small group programmes are used to improve social skills and help them deal more effectively with stressful situations, when appropriate ☐ Outdoor learning is used to offer a different approach to the curriculum, when appropriate. ☐ Information and support is available within school for behavioural, emotional and social needs. ☐ School counsellor ☐ Access to mental health team in school
Sensory and Physical Needs: e.g. Hearing/Visual Impairment	☐ Support and advice is sought from outside agencies to support pupils, where appropriate. ☐ Support to access the curriculum and to develop independent learning. ☐ Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. ☐ Access to Medical Interventions. ☐ Access to programmes to support Occupational Therapy / Physiotherapy. ☐ Support with personal care if and when needed. ☐ Staff understand and apply the medicine administration policy.

Multi-sensory impairment Physical and Medical Needs	☐ The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. ☐ Some entrances to the school have ramps fitted to allow wheelchair access. ☐ The school has disabled toilets / facilities