



## **ST MARY'S CATHOLIC PRIMARY SCHOOL - SEND Policy**

### **Rationale**

"the purpose of education for all children is the same; the goals are the same, but help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles." (Warnock Report, 1.4)

At St. Mary's we value the abilities and achievements of all our children and are committed to discovering and providing the best learning environment for each individual. We are an inclusive school and pupils with SEND will be taught in the classroom in a way which best suits their needs. We do not have an ARP provision.

We recognise the fact that all children have differing needs and yet each child has the same entitlement to a full and varied curriculum made accessible through the differentiation of work tasks and teaching styles.

We also recognise that the nature of Special Educational Needs and Disabilities may be transitory in some children that their needs may fluctuate within their school life and that through careful monitoring and record keeping, progress can be made and recorded. If a child is listed as SEND, they will have a pupil passport and will be added to the SEND register. Pupils with EHCPs will be added to the SEND register and their targets on pupil passports will be linked to personal EHCP targets.

### **Aims**

It is the aim of our school to fully integrate all our children with Special Educational Needs into the life of the school and to provide for them a broad, balanced and relevant curriculum.

Our overall objective is to implement the Code of Practice; ensuring that: -

- We involve parents or those with parental responsibility at all stages of the SEND cycle of assess, plan, do and review.
- We recognise the importance of early identification for children with special educational needs, to ensure that their needs are met at the earliest opportunity

- We use differentiation through quality first teaching in planning/ teaching work to ensure that all children have full access to the curriculum with extended record keeping for children with SEND using pupil passports.
- Teachers are able to use their PPA time to familiarise themselves with current information and trends. They plan differentiated tasks and to keep records up to date.
- We provide additional assistance within the classroom to promote the inclusion of children with SEND
- We encourage all children with SEND to participate fully in their own learning do SMART targets are set with the teachers.
- We inform parents of the targets set in order to encourage strong links between home and school. Parents are invited to review the targets regularly in order to monitor their child's progress. They are also invited to contribute to targets as part of the assess, plan, do, review cycle.
- We use school curriculum coverage documents and Insight tracker to help track children's progress and inform planning and target support.
- We use the expertise of outside agencies to inform our planning and to advise us on the strategies appropriate for individual children.

### **Legislation:**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018 1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code' 1.3. This policy operates in conjunction with the following school policies:
  - Admissions Policy
  - Equal Opportunities Policy
  - Data Protection Policy
  - Records Management Policy
  - Social, Emotional and Mental Health (SEMH) Policy
  - Supporting Pupils with Medical Conditions Policy
  - Child Protection and Safeguarding Policy
  - Exclusion Policy
- Complaints policy

### **Staffing**

#### **The Role of the co-ordinator.**

**SENDCo: Mrs Jayne Miley**

[jmiley@stmarysonline.co.uk](mailto:jmiley@stmarysonline.co.uk)



**0191-2518080**

The Special Educational Needs Co-ordinator (SENDCo) is **Jayne Miley** whose role it is, in consultation with the headteacher, to co-ordinate all special needs procedures in school and to liaise with staff, parents and outside agencies.

- To liaise with staff/ parents/ carers on SEND issues concerning individual children.
- To assist support staff in the planning, delivery and assessment of intervention programmes.
- To track the progress of children through the use of school data.
- To monitor all record keeping and counter sign all pupil passports and SEND forms.
- To liaise all outside agencies.
- To prepare for and attend all review meetings.
- To update the register of Special Needs within the school.
- To attend co-ordinators meetings and training provided within the Bishop Bewick Catholic Education Trust and the Local Authority
- To review and update resources and general information available to staff and parents.

- To advise teachers of strategies and resources to include children in all lessons.
- To work with special support staff providing resources and advice on working with children in class.
- To monitor the cycle of assess, plan, do, review.
- To monitor the track and review system to monitor the progress of children with SEND or those being assessed for SEND
- To provide staff training and updates to better our practice

### **The Role of the Class Teacher**

All teaching staff are responsible for providing quality first teaching and identifying and assessing the special needs of the children in their care. The class teacher is responsible for providing a differentiated curriculum and preparing and implementing all pupil passports and Support Plans. They will use information from strategies/ assessments/ interventions carried out in class to support referrals to external agencies. Staff will use the Local Authority graduated approach to support their decision making when referring children.

Class teachers are responsible for informing the SENDCo of changes within the Special Needs Register. They should also record relevant assessment data on the school's tracking system. As part of the assessment process when identifying children with SEND, they will seek input from parents/ carers to get a whole picture of the child's needs. They will also liaise with closely with parents/carers, informing them of changes in IEPs/ support Plans and progress made.

### **Additional staff**

For those children with an Education Health Care Plan where provision is made for external support, the class Teacher will liaise with the appointed support teacher and SENDCo. Classroom assistants can be used to support children with activities provided by the Teacher or with intervention programmes. Morning support will be in –class to enable all children to access key skills in English, Maths and Reading. Afternoon interventions may be non-class based and will be delivered by TAs assigned to a particular subject who will follow a timetable written by the SENDCo to ensure all SEND children receive the correct entitlement of support on a regular basis.

### **The Role of the Governing Body**

The SEND Governor is **Mrs Lewis-Dale**. Mrs Lewis-Dale will make visits into school to monitor the provision for pupils and the delivery of interventions to support their learning. Any complaints relating to SEND provision should be presented in the usual way via the chair of governors Mrs C. McLean. This should be done in writing or via e-mail. Please

contact the school office for contact details. SENDIASS are a support service available to parents/ carers should they wish to use it. [North Tyneside SENDIASS](#)

### **The Role of the Parent/ Carer:**

Parent/ Carer views are sought and information on the child is collected when they begin school. This includes information from the child's two-year-old check.

Parents and carers are kept well informed at all stages of their child's progress. They are invited to attend at least three meetings per year, when Pupil Passports will be discussed and their views sought as part of the review procedure. We consider the support of parents and carers a most valuable and successful resource. Parents and carers are expected to play an active role in the assess, plan, do, review cycle. As we know that close partnership between school and parents/carers benefit the children greatly.

Parents and carers are also invited to attend a SEND coffee morning each term to support them in networking and accessing support from school.

### **Liaison with staff**

All staff are required to use an initial concerns checklist for any child they have concerns about, they will also meet with the SENDCo to discuss this and decide on appropriate action. Staff are required to make notes in their Teacher planning journal to support in class assessment for learning of pupils with SEND where necessary. Staff are expected to use Pupil Passports as working documents and update and renew targets where necessary. These are monitored on a termly basis by the SENDCo. Feedback and support is given to the teachers on a regular basis at a time agreed by the SENDCo and the class teacher. Transfer meetings are also held at the end of each year where information is passed from the current teacher to the child's teacher for September and for Year 6 pupils a transition meeting is held between the SENDCo, Class Teacher, Head Teacher and SENDCo at the chosen High School.

### **Liaison with Head teacher and Senior Leaders**

Liaison between the SENDCo and the senior leadership team (SLT) takes place during meetings held half-termly where links between SEND procedures, pupil data and the school development plan are discussed. Pupil Passports are also monitored during these meetings. Informal liaison between the Head Teacher and SENDCo takes place more regularly as and when necessary. The Head Teacher may participate in annual reviews for pupils who have an EHCP.

### **Liaison with parents and carers**

Liaison with parents/carers on SEND procedures is a major consideration in the planning of this policy. We strive to ensure that all parents/carers are well informed about their child's learning journey. Every year parents/carers of children with special needs are invited to three consultations to discuss their child's Pupil Passport and review the progress made.

During these sessions parents/carers are encouraged to participate in a two-way discussion on their child and raise any issues concerning the work programme or SEND procedures.

In addition to these planned meetings parents/carers are encouraged to make an appointment at any time to discuss any queries or concerns they may have with the class teacher or SENDCo.

When a pupil has an Education Health Care Plan (EHCP) they will have an annual review with the SENDCo and any outside agencies who need to be in attendance. Parent/ Carer views are recorded during the meeting and parent/carers will have been sent a questionnaire prior to the meeting to record their responses on. Pupils will have input and their views will be recorded by the SENDCo as part of the review process. Where a pupil is non – verbal, their interests and likes/ dislikes will be recorded to give the best reflection of them. Following the meeting, the review paper work will be submitted to the Local Authority for review and they will contact school and parents/carers with the outcome.

### **Liaison with outside agencies**

Liaison between the SENDCo and relevant outside agencies takes place regularly, depending on the needs of the children. The process of school/ parent concerns, referral, assessment, intervention and further assessment is ongoing.

### **Liaison with support staff**

Communication between support staff, class teachers and SENDCo is excellent. Staff have informal discussions on a regular basis and more formal communication is carefully maintained through the use of pupil passports, progress meetings and written logs.

### **Transition**

Staff hold transition meetings with the class teacher whom a SEND pupil is moving to the following year. These meetings take place in Summer Term 2 and will often be attended by the SENDCo to ensure consistency in support for any SEND pupil. Pupils with SEND are supported in a way which is suited to them, some pupils may require additional transition activities which are organised with the SENDCo and host teacher.

## **Moving schools**

A questionnaire is completed on each child with SEND and this is passed on to St. Thomas More Catholic Academy, our Catholic feeder High School. For children moving on to other secondary school's information is provided through transition meetings with the SENDCo in these schools. A transfer meeting is arranged for any children with a statement. Additional visits and preparation materials are available to support those children who may experience difficulties managing the transition. (St Thomas More SENDCo- Laura Warland)

## **Admissions**

No child will be refused admission to St. Mary's Catholic Primary on the grounds of their special educational needs, or physical disability should they meet the requirements of our admissions policy.

St Mary's is a school built entirely on ground level. There is ramp access at two entrances and there is a toilet / shower which has been modified for use with a wheelchair. We do not have an ARP provision.

## **Pupils with specific circumstances:**

### **English as an additional language (EAL)**

At St. Mary's we give particular care to the identification and assessment of the SEND of pupils whose first language is not English, we consider the pupil within the context of their home, culture and community. Where there are concerns around EAL pupils and their needs, support will be sought from external agencies. School staff liaise with external agencies to provide the support required.

### **Looked after children (LAC)**

Children at our school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. At St. Mary's we give care to the identification and assessment of the SEND of looked after children who are identified as having needs additional to and different from their peers. Staff work closely with the SENDCo to ensure all needs are being met with support from external agencies.

## **Resources**

The SENDCo, after consultation with other staff, will discuss the purchase of resources with the Head Teacher.

The SENDCo will ensure resources are stored centrally so that staff have access to them. Staff will meet with the SENDCo to discuss any resources/ intervention packs which could be useful to children in their class.

TA Intervention areas are used when withdrawal of a pupil from class is deemed necessary and as a workplace for teaching assistants when preparing work for children with special needs.

We consider the outside agencies linked to our school to be an invaluable resource and value the support and advice they provide for our school. They are contacted as and when it is deemed necessary in consultation with parents. Input from these agencies is used in all parts of the assess, plan, do review cycle. They form an important part of the plan for SEND support.

### **Identification of Children with SEND (See Appendix A)**

St. Mary's has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

We recognise that the special needs of some children will not be highlighted using standardised testing. We acknowledge that the nature of special needs in some children may not be directly related to Language, Literacy and Numeracy. When Progress is significantly slower than the class average, from the same baseline or progress does not match or better the pupil's previous rate of progress or if progress fails to close the attainment gap within the class or the attainment gap is widened by the plateauing of progress, we acknowledge that there is a need to explore this further.

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

As a school we review how well equipped we are to provide support across the following areas:



- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

There may be other factors which may impact the progress a pupil is making, unrelated to SEND. Through staff training and key stage meetings, staff are always kept well informed on any external factors which may impact a child's learning. This supports staff in monitoring and decision making, some examples include:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Pupil Premium
- Looked after children (LAC)
- A child of a service member

### **Areas of Observed Difficulty (Appendix B)**

#### **Communication and interaction**

Pupils with speech, language and communication needs have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

As a school, we recognise that pupils with Autism Spectrum Disorder (ASD) can have difficulties with communication and interaction. Pupils with communication and interaction need will be supported by school staff who will work in line with external agencies and parents to achieve the best outcomes.

#### **Cognition and learning**

As a school, we understand that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENDCo alongside the class teachers will ensure that any provision offered will be suitable to the needs of the pupil. Specific learning difficulties can include a wide range of needs such as dyslexia or dyscalculia.

## **Social, emotional and mental health difficulties**

Pupils may show a wide range of needs relating to social, emotional and mental health. Their needs will be supported by school staff, external agencies and parents. Their needs will also be supported by the mental health lead in school (Joanne MacDonald) and St. Mary's SEMH policy documents the support we offer. ADHD is recorded under this category and pupils are fully supported by class teachers as well as the SENDCo, where children require medication for ADHD they are given this by a trained first aider in school following a planning meeting with parents/ carers.

## **Sensory or physical needs**

Impairments that prevent pupils from using the school facilities, such as vision impairment, do not necessarily have SEND. Our school will ensure staff understand that some conditions can be age-related and can fluctuate over time and a pupil with a disability is covered by the definition of SEND if they require special educational provision.

A period of assessment is needed in which to monitor and collect data on a child being considered for SEND support. SEND support should be considered if:

- The child makes no progress even when teaching approaches are targeted particularly in a child's identified area of weakness and support is given
- When a program of intervention has been completed and staff have consulted the graduated approach documents and little or no progress has been made.
- The child presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- The child has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- The child has sensory/communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

## **Graduated approach**

Views of the parents/carers will be obtained to give additional information when assessing the child. If, after consultation with parents/carers and SENDCo, it is considered that the child needs work or support, which is additional or different to what the rest of their peers are receiving then the child will receive SEND support, they will be referred to external agencies and have a pupil passport written to support them in meeting their needs. Teachers will:

- Establish a clear assessment of the pupil's needs.

- Plan, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implement the interventions, with the support of the SENDCo.
- Review the effectiveness of the interventions, and make any necessary revisions

### **SEND Support**

This will depend upon the particular needs of the child and may include:

- Additional classroom organisation, support or withdrawal time
- Different learning materials, resources or special equipment or a modified curriculum
- Additional training for the teacher or support staff
- Advice taken from LA support services and integrated approach and Bishop Bewick Catholic Education Trust (BBCET) specialists

Once the most appropriate method of support has been decided upon, a pupil passport will be drawn up. This will be used to record and monitor the work being carried out which is additional to and different from the differentiated curriculum planning of the teacher.

The pupil passport will be discussed and reviewed with the child and the parents three times a year. At this time the views of both parents and children will be formally sought and recorded.

Depending on the needs of the child further support and assessment may be sought from external agencies. If deemed necessary, this will be added to the pupil passport as part of the ongoing support for the child. At the review point in the cycle further input may be required to assess the success of any support given and plan for the future.

In most cases the outside agencies used will be provided by the Local Authority or the Bishop Bewick Catholic Education Trust.

### **Provision monitoring**

SEND is monitored closely in St Mary's by the SENDCo who reports to the Senior Leadership Team and Governors. Through classroom observations, book looks and learning walks the SENDCO is able to monitor and review SEND support across school. The SENDCo holds regular pupil voice meetings to hear from SEND pupils directly about their experience in school as well as sending parent/carer questionnaires to gather the views of our parents/carers across school on SEND provision and support for their child. The SENDCo hosts a SEND coffee morning each term where parent/carer voice is used to inform practice across school and to ensure parents and carers at St. Mary's are very much at the centre of what we do for SEND pupils and their families and how we do it.

### **Education Health Care Plan**

A request for statutory assessment will be made if a child has demonstrated significant cause for concern. Evidence is needed that all suggested strategies have been attempted over a period of time and what action has been taken to address the child's needs. Reports and information from external agencies are included in documentation provided for the LA along with pupil passports and pupil and parent/carer voice. Parents are invited into school to work with the SENDCo to record their views to present to the LA. The Education Health Care Needs Assessment (EHCNA) will provide an evidence base and collate all information provided to determine whether or not an EHCP is granted. An Early Help Assessment can be carried out before application is made for an Education Health and Care Plan (EHCP). An EHCP will be applied for using the LA online system which is secure and enables information to be gathered and evidence to be uploaded and shared with the panel who determine the outcome of the assessment.

The school is required to provide the LEA with written evidence of and information about;

- Individual Education Plans
- Records of regular reviews and their outcomes
- The pupil's health including medical history where relevant
- National Curriculum levels
- Attainments in English and Maths
- Educational and other assessments
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by Social Services or Education Welfare Service

### **Annual Review of an Education, Health and Care Plan**

All significant parties in the child's education attend the annual review. The child may also participate through written communication or may attend themselves if this is considered appropriate. The pupil's progress over the year is reviewed and amendments can be made to the statement in the light of this. If the Education Health Care Plan is to be maintained new targets are set for the coming year.

### **SEND tribunal**

We will attempt to resolve all disagreements about an EHC plan as quickly as possible, without the pupil's education suffering. Parents will be supported by the SENDCo to follow the LA appeal procedures where necessary. Following a parent's serious complaint or disagreement about the SEND provisions being provided to a pupil, the school will contact

the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

### **Complaints**

All complaints will be dealt with by the SENDCo and Head Teacher who will work with parents/carers to resolve the issues as efficiently as possible. The chair of Governors Caroline McClean can be contacted by calling the school office on 0191-2518080 or emailing her at [stmarysrcprimary@stmarysonline.co.uk](mailto:stmarysrcprimary@stmarysonline.co.uk)

### **Funding**

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

**This document was produced in consultation with all staff and Governors at St. Mary's Catholic Primary School. It was prepared in line with the Code of Practice (2014) and follows guidelines provided by North Tyneside Education Authority and their new graduated approach (2020).**

**This policy has been produced in the light of the Inclusion statement.**

**A staff meeting to highlight the SEND policy and its implementation takes place at the beginning of each year. Relevant issues are discussed at staff meetings during the year.**

Signed:

*J. Miley* SENDCo

Date: 21.02.25

*C. Bland* Head Teacher

Date 21.02.2025

\_\_\_\_\_ Chair of Governors Date \_\_\_\_\_

Updated	January 2025
Review date:	February 2026

## **Appendix A**

### **School entitlement offer to pupils with special educational needs or disabilities**

	<b>Support Available Within School</b>
<b>Communication and Interaction Needs:</b>  e.g. <ul style="list-style-type: none"><li>• Autistic Spectrum Disorders</li><li>• Speech, Language and Communication Needs</li><li>• Social communication difficulties</li></ul>	<ul style="list-style-type: none"><li>• Visual timetables</li><li>• Areas of low distraction</li><li>• Support / supervision at unstructured times of the day.</li><li>• Social skills programme / support including strategies to enhance self-esteem.</li><li>• Small group work to improve skills.</li><li>• ICT is used to support learning where appropriate.</li><li>• Strategies / programmes to support speech and language development.</li><li>• Strategies to reduce anxiety / promote emotional wellbeing.</li><li>• Where appropriate we will use support and advice from other partners to meet the needs of pupils.</li><li>• Planning, assessment and review.</li><li>• Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</li><li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li><li>• Differentiated curriculum and resources</li></ul>
<b>Cognition and Learning Needs:</b>  e.g. <ul style="list-style-type: none"><li>• Moderate Learning Difficulties</li></ul>	<ul style="list-style-type: none"><li>• Strategies to promote/develop literacy and numeracy.</li><li>• Provision to support access to the curriculum and to develop independent learning.</li><li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li><li>• ICT is used to reduce barriers to learning where possible.</li></ul>

	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</li> <li>• Differentiated curriculum and resources</li> </ul>
<p><b>Social, Mental and Emotional health</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• The school ethos values all pupils.</li> <li>• Behaviour management systems encourage pupils to make positive decisions about behavioural choices.</li> <li>• The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities, as appropriate</li> <li>• The school provides effective pastoral care for all pupils.</li> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>• Small group programmes are used to improve social skills and help them deal more effectively with stressful situations, when appropriate</li> <li>• Outdoor learning is used to offer a different approach to the curriculum, when appropriate.</li> <li>• Information and support is available within school for behavioural, emotional and social needs.</li> </ul>

<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>• Support to access the curriculum and to develop independent learning.</li> <li>• Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.</li> <li>• Access to Medical Interventions.</li> <li>• Access to programmes to support Occupational Therapy / Physiotherapy.</li> <li>• Support with personal care if and when needed.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li> <li>• Some entrances to the school have ramps fitted to allow wheelchair access.</li> <li>• The school has disabled toilets / facilities</li> </ul>
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## Appendix B: Our school SEND offer

Barrier to learning	<p>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 pupil passport. Lots of these areas overlap.</p>
Low self- esteem and or anxiety	<ul style="list-style-type: none"><li>• 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)</li><li>• We plan different types of activities to allow all children the 'let their light shine' and help children to recognise their strengths.</li><li>• We use reflective listening by checking the learner's input/ideas by asking questions to confirm understanding</li><li>• We plan activities that allow for positive outcomes- for example our English writing planning</li><li>• Never put a child on the spot to answer a question- always give thinking time and this should be built into lessons.</li><li>• Chill out zone can be used whenever a child needs it<ul style="list-style-type: none"><li>• School counsellor works with children to give them strategies to support</li><li>• We are working alongside a SEMH group to support children in CBT , friendship groups and more</li><li>• Family therapy</li></ul></li></ul>
Attention and concentration	<p>Concentration</p> <ul style="list-style-type: none"><li>• We will always try to give very clear, short instructions which require one activity at a time.<ul style="list-style-type: none"><li>• We use the child's name first to get their attention prior to speaking or asking</li></ul></li><li>• We ask specific questions to ensure instructions have been understood</li><li>• We repeat instructions several times- always using the same language</li><li>• We use checklists on desks help children to look at what they need to be doing in a lesson</li><li>• We use tick lists of tasks that need to be completed</li><li>• Large font may be used to allow information to be clearly read avoiding block capitals, underlining and italics.</li><li>• Some learners are really adversely affected by the use of bright white paper, so we may use a softer colour.</li><li>• We use NTPre cursive font for tasks<ul style="list-style-type: none"><li>• Pupils may have personalised methods such as card systems / teacher signal to gain attention</li></ul></li></ul>

Behaviour	<p>We understand that some behaviours are all about concealing or covering up anxiety. Anxiety and fear can show itself in students as anger/ annoyance.</p> <ul style="list-style-type: none"> <li>• We work with all stakeholders to 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.</li> <li>• 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.</li> <li>• We ensure the classroom is a positive environment, thinking about seating, ear defenders, concentration stations</li> <li>• Create an atmosphere of trust</li> <li>• Prepare learners for what is coming next, eg, visual prompts, timetables discussion and pre learning if it is new to the child</li> <li>• Voice recorders to support with writing barriers</li> <li>• movement breaks/ delivering messages to get a pupil out and moving</li> <li>• Quiet time to regulate and discuss and validate emotions</li> <li>• We use Communicate and Regulate to teach children about their own feelings and how they can deal with situations which arise</li> <li>• school counsellor supports children to devise strategies they can use</li> <li>• Chew/fiddle toys are provided for children that need to then to focus</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>• Wobbles cushions / kick bands are provided to support sitting and moving</li> </ul>
Language and Communication	<p>Communication</p> <ul style="list-style-type: none"> <li>• We use simple sentences</li> <li>• ‘think time’ is built into lessons so that pupils can process information, instructions and/or questions.</li> <li>• We avoid (or explain) idioms/double meanings</li> <li>• We will always avoid sarcasm</li> <li>• Now and next boards are used for children who need them</li> <li>• Staff wear lanyards to encourage communication by the reinforcement of language through pictures where it is needed</li> <li>• we use the pupil name prior to talking</li> <li>• We use calm and clear voices</li> </ul>
Working Memory / Processing	<ul style="list-style-type: none"> <li>• We break any task down into manageable sizes – bite size.</li> <li>• We regularly check understanding through specific questions</li> <li>• We mark in blue pen using clear and small steps</li> <li>• we use desk checklists <ul style="list-style-type: none"> <li>• we use task checklists</li> <li>• we have displays and classroom prompts to support pupils</li> </ul> </li> </ul>

Attendance	<p>Every Half Term attendance letters are sent to all children which have attendance below 90%.</p> <ul style="list-style-type: none"> <li>• We do first day telephone calls and if 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.</li> <li>• School staff will collect children from home if required.</li> </ul>
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<u>Resources we offer</u>	<u>Interventions we offer</u>
Wobble cushions Kick bands Pen/ pencil grips Writing slopes Desk prompts Visual timetables Scaffolding prompts Manipulatives Ear defenders Fidget toys Support sheets Word mats Handwriting lines/ resources Bean bag cushions	First Class at Number Success at Arithmetic Dyscalculia Program Dyslexia Program Narrative Program Listening Program Word Aware Inference Lego club Communicate and Regulate SALT OT Fast Track Phonics Launchpad for Literacy Wellcomm Speech and Language Intervention