

**ST MARY'S CE PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REPORT**  
**2023 - 2024**



**Supporting your child at St. Mary's CE Primary School**

At St. Mary's we aim to provide a caring and supportive environment where every child matters. All children are valued equally and are given the opportunity to achieve the very best they can. Sometimes children need additional support for some or all of their time at school. The following information will detail the types of support available for your child at St. Mary's, and will help you to understand who can help if your child needs additional support, and how this support can be accessed.

**Who do I contact at St. Mary's if I think my child may have additional needs?**

Your child's teacher is always the best and first person you should speak to. They will know most about your child's progress and needs. If you or the teacher thinks your child may have additional needs, he/she will complete an Internal Concern Forms document and share this with the Special Educational Needs Coordinator (SENDCO). After a period of observation and support, and a conversation with parents, a decision will be made as to whether to add your child to the SEND Register. Every school has a named SENDCO whose role it is to ensure children with additional needs make as much progress as possible and reach his/her full potential.

**Who is the school's special educational needs coordinator (SENDCO)?**

Mrs Stephanie Gee is the school SENDCO. She has achieved the National Award for SEND (NASENCO Award).

Her contact details are as follows:

St. Mary's CE Primary School  
School Lane  
Askham Richard

## **How does St. Mary's CE Primary School know if children need extra help?**

Our teachers carry out a range of assessments and routinely check that all children are making the required progress. If our teachers think your child may not be making the same amount of progress as other pupils, or are falling behind the level that is expected for their age, they may be considered to have a Special Educational Need. These children may be referred internally to the SENDCO for observation and assessment, and a conversation between staff and parents will focus on the additional needs your child is thought to have. We will work with your child to find out what may be causing these difficulties. Your child may be placed on the SEND register and, as parents/carers, you will be informed of this. Support will be put in place to aid your child's learning. At every point in your child's learning journey, we will share with you what we find out and what we will do next. Our SENDCO will support you and your child's teacher to make the best provision for you child.

If you tell us that you think your child has a Special Educational Need or Disability, your class teacher will discuss this with you.

When a child has been identified as having SEND before they start at St. Mary's, we work with the people who already know about them and use the information available to assess how we can meet their needs at our school.

SEND provision at St. Mary's is centred on early intervention, for children who may have any of the following needs:

- Communication and interaction needs: for example, children who have difficulties following instructions, learning new words, pronouncing sounds or putting sentences together.
- Sensory and physical needs for example hearing or sight difficulties or difficulties with coordination or mobility.
- Cognitive and learning needs for example children who have significant or specific difficulties with spelling, reading, writing or maths.
- Social, emotional and mental health needs for example autistic spectrum condition, ADHD, anxieties or higher-level behavioural difficulties.

## **A Multi-agency approach**

Sometimes, if a child's needs are more complex, a multi-agency approach will be used so that there is opportunity to consult with a wider range of support services and health professionals. Referrals may be made to target the child's specific needs. Parents/carers will always be informed about these referrals and permission will be sought. Support may be sought from:

- a speech and language therapist (SALT)
- the local authority teacher for physical needs
- educational psychologist
- wellbeing worker
- behaviour support teacher
- teacher for the deaf
- teacher for the visually impaired
- specialist teacher for autism
- advisory teacher for complex needs

### **How will I be involved in knowing how my child is being supported?**

Parents know their child better than anyone else and the relationship between parents and the school is crucial in making sure your child reaches his or her potential. Parents can expect to be involved in the assessment process of SEND and are regularly invited to review meetings where they can discuss the current level of support and help to set new targets for their child.

We aim to be as accessible as possible to parents through the following ways and more:

- At St. Mary's we operate an open-door policy.
- Parents have access to staff email addresses.
- Parents' evenings are held twice a year.
- Review meetings are offered to parents three times per year.
- Parents' views are sought through termly meetings with the SENDCO.

### **How does St. Mary's assess and review the progress of children with special educational needs?**

- Individual education plans (IEPs), My Support Plans (MSPs) and Education and Health Care Plans (EHCPs) detailing targets for children's progress are written three times per year (annually for EHCPs) and shared with parents/carers in face to face meetings wherever possible.
- Monitoring of children's progress (tracking) is undertaken formally three times per year and shared with parents/carers at parents'/carers' evenings twice a year. Progress is shared with children continuously with detailed marking and feedback given to children regularly in their books.
- Pre and post intervention assessments are undertaken and analysed.
- Every child in Year One who does not pass the phonics screening becomes part of a phonics intervention in Year Two and sometimes into Year Three and Four, depending on need.

**How will the school prepare and support my child when joining St. Mary’s, or transferring to a new class, setting or secondary school?**

- Transition programmes are used at the end of each academic year, to include photographs, social stories and visits if these are deemed helpful.
- Some Year Six pupils are invited to attend extra visits to secondary schools, sometimes accompanied by the SENDCO or class teacher.
- There is a transfer of records and other communication between schools prior to pupils leaving or joining St. Mary’s.
- The SENDCO will meet parents/carers whose child may have additional needs before their child begins school.
- Enhanced and personalised transition programmes will be created for individual pupils.
- Staff will visit other settings to gain vital information about a pupil.
- We liaise with other agencies where involved.
- The SENDCO will meet the SENDCO or Head of Year at the future secondary school to discuss a child’s needs.

**How do we adapt the curriculum and learning environment for pupils with additional or special educational needs?**

We believe wholeheartedly in inclusion, using flexible and adaptable teaching which responds immediately to children’s learning and thus meets all children’s needs at all points of their lessons. We believe in teaching in many different ways to suit different children’s learning styles.

The teacher is always the best person to explain how your child’s learning experiences are differentiated in the classroom to meet his or her needs. Sometimes interventions are used, for children of all ages. This is where a national programme or one designed by staff in school, is planned and taught to individual children or small groups. It is usually time limited with the child’s ability assessed before and after the interventions. They are implemented by teachers or teaching assistants (funded through SEND and pupil premium funding) and monitored by the SENDCO. They may include:

<b>EMOTIONAL WELL-BEING</b>	<b>ACADEMIC PROGRESS</b>
ELSA	SALT
Chill Out Club	Phonics
Resilience training	Writing Interventions
	Talk Boost
	Numicon Maths
	Rapid Read
	Reading Interventions

All staff are trained in using a range of strategies to support pupils, through in-house training, external CPD or specialists working with specific staff. This means we are able to adapt to a range of Special Educational Needs and Disabilities including: Dyslexia, Autistic Spectrum Condition, Speech, Language and Communication needs, Behavioural, Social and Emotional difficulties as well as Visual impairments and Physical and Medical difficulties. We strive to ensure that your child has access to a broad, balanced and exciting curriculum where they have a range of opportunities to learn and shine. We will make every effort to support your child's learning needs and will adapt and tailor the curriculum, if needed, to do this.

The curriculum may be adapted in the following ways:

- The content of the lessons adapted to make them accessible and enjoyable
- Extra help from a teaching assistant in class
- Different teaching techniques: pre-learning/post-learning, reinforcement work, different ways of presenting information, 'chunking' information/instructions into manageable amounts, talk partners...
- Small group or individual support in and out of class
- Alternative resources such as resource packs, individual work stations, ICT access, visual and audio prompts
- Support to manage behaviour
- Specific targets for each child which are set through daily marking, observations and feedback
- Emotional or pastoral support from our trained ELSA (Emotional Literacy Support Assistant)

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of families, teachers and professionals.

### **Disability and accessibility procedures**

We are happy to discuss individual access requirements and adapt our Access Plan so that it meets the needs of all of the children in our care. We believe every child should be treated equally.

At present in school we have:

- All classes at ground level
- Access ramps as an alternative to stairs
- An accessible toilet and shower room
- Doors are wheelchair accessible
- A disabled parking bay
- Access to specialist equipment when required

- A contrasting colour scheme used throughout the school to support those who are visually impaired

**What additional support for learning is available for a child with additional or special educational needs?**

- Extra playtimes.
- Emotional Literacy Support Assistant (ELSA)
- Well Being Worker input
- Mid-day Supervisors
- Interventions
- Personalised timetables
- Chill Club at lunchtime
- Extra-curricular clubs are available and we try to ensure all children have access to them.

**Are there any specialist staff at St. Mary's and how are they trained?**

Our SENDCO has just completed the NASENCO Award – a national award required for all SENDCOs to achieve within three years of taking up the post. Mrs Diane Goodwin is our trained ELSA (emotional literacy support assistant) and has designated ELSA time to deliver group interventions to develop children's self-esteem and peer relationships. Our SENDCO and ELSA meet to discuss individual pupils requiring support. Mrs Gemma Houchen will be undertaking this training during this academic year.

Regular training for all staff is implemented. This training is delivered by the SENDCO or specialist staff and this year will include: Autism Awareness, supporting pupils with Tourettes, IDL software training, Precision Teaching refresher. All staff have access to a bank of resources which provide instant training materials and resources to help support the range of needs shown by our pupils.

**What if my child has more complex or severe needs?**

If your child's needs are complex or severe, we may suggest that we ask the Local Authority for a Statutory Assessment. All children who have significant needs requiring additional support beyond that provided by the school, will have an Education Health Care Plan (EHCP) assessment. If, however, their needs can be met through School Support, this will continue to be coordinated through a 'My Support Plan'.

If your child needs extra resources to help them with their learning, for example, money, staff time, special equipment or attendance at a school with specialist resourced support, the Local Authority will fund these, and this is secured through

the EHCP reviews. This extra provision is reviewed annually and discussed by everyone involved in providing this support.

**How does the governing body or proprietor involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of CYP with additional or special educational needs?**

We have one governor for SEND and Inclusion (Mrs Glynis Ashford) They meet termly with the SENDCO and suggest and/or recommend other services that would enhance the education of all children in school. The SENDCO reports to governors at every meeting.

Our SENDCO meets termly with the designated Educational Psychologist, and School Wellbeing Worker, and attends the City of York SENDCO Forum. The Head teacher is fully informed about the provision and support for children with SEND through regular SLT meetings.

**What are your arrangements for talking to children and including them in their education?**

We talk to pupils who have undertaken an intervention at the end of such intervention. They complete a pupil voice at this point. Pupils are invited to their termly review meetings if it is deemed appropriate. The SENDCO talks to a range of pupils regularly, about many different aspects of their learning and school life. An annual Pupil Survey is completed by all children and their views are reported to Governors. Governors also talk to pupils.

**How do you evaluate the effectiveness of your provision for children with additional or special educational needs?**

We assess the progress of each pupil three times a year, in reading, writing and maths. The impact of interventions is judged through the comparison of assessments undertaken before and after the intervention. We also measure the impact of the child's progress through targets achieved in their IEP. Observations of children in interventions and in general class situations are undertaken by various members of the leadership team and by outside agencies where appropriate. The SENDCO may assess children individually or and/or in small groups. The SENDCO works with pupils in their classrooms on a regular basis.

**What should I do if I want to complain about something relating to my child?**

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher or a member of the Senior Leadership Team as soon as possible. Where an issue cannot be resolved informally, parents should refer to the school's Complaints Policy, available on the website or from the school office.

**How can I contact support services available for me and my child?**

The local authority also publishes a local offer which can be found at:-

[www.yor-ok.org.uk/localoffer](http://www.yor-ok.org.uk/localoffer)

The school's SENDCO will be able to suggest or recommend different agencies that can offer help and support, making referrals on behalf of a family where possible. This table shows a number of professionals available to support our children:

<b>NAME</b>	<b>ROLE</b>	<b>LOCATION</b>
Kathy Jones	Well Being Worker	West Offices, CYC
Alison Walker	Educational Psychologist (EP)	West Offices, CYC
Louise Nasir	Speech and Language Therapist (SALT)	Tadcaster Clinic
Emma Sharpe	Medical Needs Teacher	West Offices, CYC
Abi Hall	Teacher for the visually impaired	West Offices, CYC
Carolyn Roberts	Autistic Specialist Teacher (ASC)	West Offices, CYC