

**St Marys Catholic Primary School**

*'Learning together in Faith and Love'*

# **ST MARY'S CATHOLIC PRIMARY SCHOOL**



## **SEND information report**

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## St Mary's Catholic Primary School – SEND Information Report 2019 - 2020

St Mary's Catholic Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, social, emotional and mental health difficulties, cognition and learning needs and sensory or physical needs.

The range of support will be tailored to individual needs to maximise progress following thorough assessment by internal or external agencies and in accordance with the schools budget. We promote pupils working towards becoming independent and resilient learners.

### Information and Guidance for parents:

#### Definition of SEND

'A pupil has SEND where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.

#### **The New Code of Practice 2014 6.12**

#### **Who should I contact to discuss the concerns or needs of my child?**

The initial point of contact should always be your child's class teacher. The class teacher will always seek advice where necessary from our SENCO (Special Educational Needs Coordinator), Magdalena Tusting or the Assistant SENCO, Jane Chapman.

#### **The class teacher is responsible for:**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCO/Assistant SENCO know as necessary.
- Writing Learning Support Plans (LSP), with support from the Assistant SENCO and sharing and reviewing these with parents once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside

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specialist help and specially planned work and resources. This is overseen by the SENCO and the Assistant SENCO.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **The SENCO is responsible for:**

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as a parent/carer are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing through termly review meetings between you and the staff working with your child
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc.
- Coordinating all the support from the Educational Psychology Service
- Making requests for the EHCP Assessments
- Liaising with the LA SEND department and School Governors about placements of pupils with EHC Plans
- Liaising with Secondary schools about the Year 6 SEND pupils and being responsible for transferring all the relevant information and paperwork

### **The Assistant SENCO is responsible for:**

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **The Headteacher is responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Delegating responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **The SEN Governor is responsible for:**

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- Ensuring that the necessary support is provided for any child who has SEND, through termly meetings with the SENCO and termly reports from the Headteacher.

### **How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO.
- If you are still unhappy, you should see the Headteacher
- The school does have a complaints procedure which you can [access here](#)

### **How will St Mary's let me know if they concerns about my child's learning at school?**

At St Mary's we hold termly pupil progress meeting where each child's progress is discussed with the class teacher. You can also request SENCO to attend these meetings. If any child is identified as a concern, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive

### **What are the different types of support and strategies that are available for children with SEND at St Mary's?**

First and foremost, your child should receive consistently good teaching in the classroom on a daily basis:

#### **For your child this would mean:**

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, grouping children with mixed abilities or similar abilities, working in pairs or work that requires independent working.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have identified if your child has a gap in their

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understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of standard classroom practice.

### **Some children will benefit from working in a smaller group of children on specific work to help them make progress.**

These groups, (often called 'Intervention groups') may be:

- Run in the classroom or outside the classroom.
- Run by a teacher or a teaching assistant (TA) who has had training to run these groups.

We have lots of intervention groups to support a range of needs – ([link here to the whole school provision map](#))

### **Some children will need to be referred to an external professional so that we can access support and advice from them.**

This is most often the case when quality first teaching and intervention groups have not helped your child to make enough progress. Parents need to give their consent so that a referral to a professional can be made. Such professionals might include Speech and Language Therapist (SALT), Occupational Therapist (OT) or Educational Psychologist (EP). **Waiting lists for these professionals can be long and so it is advisable to refer your child as soon as you feel it necessary. If it is a health or medical matter, parents may also go to their GP for these referrals as sometimes this can be quicker than referring through school.**

When the referral has been made, the professional will make an appointment to assess your child. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professionals

**Some children may need more specified individual support beyond that already provided by the school as part of its core offer. This can be provided**

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**by requesting a Statutory Assessment from the local authority in which you live.**  
([link here to RBKC Local Offer](#)).

The support is usually provided via an Education, Health and Care Plan (EHCP), before 1st September 2014 known as Statement of SEND). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching. It means that the school needs additional financial support from the LA to enable your child's outcomes to be met.

### **For your child this would mean:**

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child to enable them to reach their desired outcomes.
- After the school (or you) have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's outcomes are not being met (as described in the paperwork provided) and therefore requires a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining what would be required to enable your child to meet their desired outcomes. If they do not think your child needs an EHC Plan, they will not carry out a statutory assessment but will ask the school to continue with the support already provided at school.
- If the statutory assessment is going ahead, after the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional financial support in school to enable them to make good progress. If this is the case the LA will write an Education, Health and Care Plan (EHC Plan). If this is not the case, they will ask the school to continue with the support at School.
- If your child is given an EHC Plan parents have the right to request a personal budget to support some of the outcomes in their child's plan, as long as they meet the criteria detailed in Enfield's Local Offer. Enfield's Local Offer details the services you are able to access with a personal budget. The EHC Plan will outline the amount of the personal budget, whether it is being funded by Education, Health, Social Care or the school, and how it will be used to support your child's outcomes.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Requiring more support in school than the school's budget can provide

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## **How will the teaching be adapted for my child with SEND?**

- All class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Teaching Assistants with the relevant and appropriate training can adapt the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in small groups.
- Personalised Curriculum and timetables are written to support your child which means sometimes they will work with the rest of the class and at other times they will work on a parallel curriculum individually or with a small group of children working at a similar level.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs

## **How is extra support allocated to SEND pupils at St Mary's?**

- The school budget, received from Enfield LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. Parents who have a child with a statement are consulted about how funds can be best used to support their child.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected
- They then decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

## **How will St Mary's measure progress of my child in school?**

- Your child's progress is continually monitored by his/her class teacher.

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- His/her progress is reviewed formally every term at a pupil progress meeting with the class teacher, Headteacher, assessment coordinator and SENCO and a National Curriculum Phase is recorded in Reading, Writing, Maths and a level within Diocesan Agreed levels in RE.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. See the website for more information about P levels –  
<http://www.education.gov.uk/schools/teachingandlearning/assessment/a00203453/about-the-p-scales>
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results from Year 6 are published nationally.
- Children with additional needs will have an LSP which will be reviewed with your involvement, every term and the plan for the next term made. This is in addition to parents' consultation evenings. For children who do not have an LSP, parents can request a meeting with the class teacher at any point to review their child's progress (in addition to the 2 meetings already offered for all children).
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

### **How will my child be supported when they leave St Mary's or move to the next year groups?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

#### **If your child is moving to another school:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

#### **In Year 6:**

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- You will be able to discuss the Secondary Transfer procedures for your child during their Annual Review Meeting in Year 5.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Your child's class teacher will meet any visiting transition staff from your child's new secondary school.
- If required/requested the SENCO will attend secondary transition meetings to discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

### What support is there for me as a parent of a child with SEND?

Please, see the Local Authority Local offer, which can be found on the LA's website of your residency borough.

Royal Borough of Kensington and Chelsea Local Offer can be accessed by clicking the link below: [Link to RBKC Local Offer](#)

### Glossary of the most used SEND terms

Abbreviation	Description
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework – which has now been replaced by “Early Help Form”
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection

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<b>EAL</b>	English as an Additional Language
<b>EP</b>	Educational Psychologist
<b>FSM</b>	Free School Meals
<b>FLO</b>	Family Liaison Officer
<b>HI</b>	Hearing Impairment
<b>IEP</b>	Individual Education Plan
<b>ISR</b>	In School Review
<b>KS</b>	Key Stage
<b>LA</b>	Local Authority
<b>LAC</b>	Looked After Child
<b>LM</b>	Learning Mentor
<b>LSP</b>	Learning Support Plan
<b>MLD</b>	Moderate Learning Difficulty
<b>NC</b>	National Curriculum
<b>OT</b>	Occupational Therapist
<b>Quality first teaching</b>	The class teacher providing excellent support to all learners to ensure they make all are making progress
<b>PSP</b>	Pastoral Support Programme
<b>SALT</b>	Speech & Language Therapy
<b>Abbreviation</b>	<b>Description</b>
<b>SEN</b>	Special Educational Needs

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<b>SEND</b>	Special Educational Needs & Disability
<b>SENCO</b>	Special Educational Needs Co-ordinator
<b>SpLD</b>	Specific Learning Difficulty
<b>VI</b>	Visual Impairment

## Relevant staff contact details:

**Executive Headteacher: Joan Harte** [joan.harte@st-marys.rbkc.sch.uk](mailto:joan.harte@st-marys.rbkc.sch.uk)

**SENco: Magdalena Tusting** [Magdalena.tusting@st-marys.rbkc.sch.uk](mailto:Magdalena.tusting@st-marys.rbkc.sch.uk)

**Assistant SENco: Jane Chapman** [jane.chapman@st-marys.rbkc.sch.uk](mailto:jane.chapman@st-marys.rbkc.sch.uk)