

St. Marie's RC Primary School

SEN Local Offer

What kind of SEN does St. Marie's provide for?

St. Marie's has a child centred inclusive approach to education. We are committed to ensuring all children receive a high quality education and realise their academic potential regardless of any challenges they may face. It is our aim to continue to maintain the narrow gap between SEN and non-SEN pupils.

Children with SEN are educated in the classroom as part of this inclusive strategy, but will receive intervention and support on a personalised and individual level.

We provide for a wide range of needs, including academic, medical, social, physical and emotional.

What policies relating to SEN are available on our website?

The links below will direct you to the relevant SEN policies:

- SEN
- Inclusion
- Safe Guarding
- Equal Opportunities
- Anti-Bullying
- Complaints Procedure

Who can parents contact for further information?

Our Special Educational Needs Co-ordinator (SENCO) is Mrs Hodgson, contactable through school:

0161 764 3204

stmaries@bury.gov.uk

How does the school know if a child needs extra support?

At St. Marie's teachers assess all children regularly, both periodically using testing and assessments, as well as through every day classroom routines. This data is used to track the progress and attainment of every child and will show whether a child is falling below their peers or whether a child is not progressing as expected.

All teachers meet with the Head Teacher throughout the school year to discuss the progress of the children in their class. This meeting helps to track the progress that children are making and to decide upon and implement actions and interventions which need to be put into place to support further progression.

If a child is joining our Nursery or Reception class, we look at any information passed to us from previous settings. We also look at the Early Years Foundation Stage (EYFS) data to assess the children's progress and attainment.

The staff working in the Nursery carry out home visits to those children who will be joining our Nursery. This gives an opportunity for the child and parents to meet the staff and also for any concerns to be raised as early in the child's school career as possible.

If the school feels it is necessary we will also call upon the support and advice of a wide range of outside agencies, for example Educational Psychology Service, Behaviour Outreach, Additional Needs Team, amongst others.

How are parents involved?

At St. Marie's we encourage a close partnership with our parents through our 'Open Door' policy. This helps to ensure that the special needs of all pupils in our school are addressed. We feel that it is vital for parents to work closely with the school so that the learning potential of each child is achieved. Parents are encouraged to communicate with the school and SEN professionals about their child and also to provide any relevant information relating to their child's needs, which will help us to support their child as they move through our school.

Parents are informed if the school feel that their child would benefit from taking part in any intervention programmes. We meet with parents to discuss the interventions taking place and also to review the progress made. These meetings will involve the class teacher and maybe also the SENCO and other outside agencies.

St. Marie's hold two Parents' Evenings throughout the school year, as well as providing parents with a written report at the end of each academic year.

At KS2 individual pupil meetings are held with each individual child and their teacher.

If your child has a Statement of Educational Needs, then the school will hold an annual review each year to discuss the child's progress. These meetings give parents the opportunity to contribute towards the current provisions in place and to make sure that they are still appropriate.

Individual Educational Plans (IEPs) are reviewed, discussed with parents and sent home each term.

Bury Local Authority can be contacted to assist in enquiries – there is a 'Local Offer' from Bury.

How will St. Marie's support a child who has special educational needs?

As previously mentioned, the school has a fully inclusive policy and children, regardless of special educational need or disability are fully integrated into all aspects of the school life. We ensure that no child is excluded from educational visits, out of school activities or after school activities because of their SEN or disability.

At St. Marie's:

- Teachers plan their lessons around the needs and abilities of all the children in their class. Each lesson is differentiated to ensure that the work set is appropriate for the individual needs of each child.
- Our curriculum is adapted to allow all children access to learning.
- Where appropriate, we offer the children alternative methods of recording.
- We regularly monitor the progress of children.
- We assess the children's needs through observation and regular formal assessment (half termly).
- We identify and implement the appropriate support for each child.
- We work closely with outside agencies to support the child and implement suggested programmes.
- We encourage dialogue with parents and listen to the views of each child.
- We ensure appropriate resources are in place, for example, coloured overlays, pastel coloured whiteboards, buff coloured paper etc.
- Where appropriate, staff attend appointments with children, for example, speech therapy.
- We ensure a smooth and successful transition between classes, across key stages and to high school.
- We ensure all staff are appropriately trained.

Wherever possible, children with SEN are taught in mainstream classes. All children will be supported according to their need, which may be through one to one support with a teacher or teaching assistant, access to a specific intervention or by working in smaller groups.

Some SEN pupils may need extra support to achieve their learning potential. If this is the case, the needs of the individual child are assessed and a plan of their provision needed is decided upon and implemented. After a set amount of time, the impact of this provision upon the child's learning is assessed and the progress which has been made is reviewed.

The needs of each child are different and the teachers use their expertise to identify these and the necessary support. Each class teacher meets with the Special Educational Needs Co-ordinator (SENCO) throughout the year to discuss and review the progress of the children with SEN. From these discussions, new targets will be set and where appropriate referrals to outside agencies will be made.

We have Special Support Assistants (SSAs) and Learning Support Assistants (LSAs) working with our SEN and Pupil Premium children. All staff have high expectations of all pupils and use their subject knowledge and training to enable all pupils to access the learning objectives in lessons. Teachers plan lessons to make effective use of the support staff and therefore, their impact is significant in contributing to the children's learning and achievements in our classrooms.

If a child has a Statement of Educational Needs, they receive the necessary support, as set out in their statement. These children will also have a formal annual review each year, where the child, parents and any other outside agencies working with the child are invited. From this meeting, an annual report will be provided, which reviews progress and attainment and sets new targets for the children.

At St. Marie's we are working towards achieving the Dyslexia Awareness Quality Mark. We aim to be a Dyslexia Friendly School in the very near future. Part of

achieving this quality mark means that all teachers make sure their classrooms and teaching strategies are dyslexia friendly.

How will St. Marie's and parents know how a child is progressing?

At St. Marie's we closely monitor the progress of every single child in our school. Each half term the children are formally assessed and the progress of the children throughout the year is tracked by the class teacher and management team. Throughout the school year, the Head Teacher meets with every class teacher to discuss the progress of the children within their class. These meetings are very important in determining any actions which may need to be put in place to support further progression.

Parents are made aware of their child's progress through SEN meetings, IEP review meetings, annual statement review meetings, Parents' Evenings, annual written reports and informal discussions throughout the year.

Which interventions does St. Marie's offer?

At St. Marie's we offer a wide range of interventions, which cover different areas of need. These needs include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The interventions St. Marie's offer to be able to meet the above needs are:

- Firm Foundations
- Better Reading
- Read Write Inc.
- Fresh Start
- Reading Recovery
- Write Dance
- Numicon
- Jump Ahead
- Time to Talk

Which specialist services can St. Marie's access?

Some SEN pupils may need support from other professionals outside of the school setting to achieve their full potential. In order to do this we seek advice from different specialists in specific areas:

- Additional Needs Team (ANT)
- Behaviour Outreach

- Bereavement
- Child and Adolescent Mental Health Services (CAMHS)
- Cognition and Learning Team (CLT)
- Dyslexia Teams
- Educational Psychologists (EP)
- Hearing Impairment Service
- Caritas
- IAPTS
- NHS
- Occupational Therapy (OT)
- Physical Disability Team
- Speech and Language Team (SALT)
- Social Communication Difficulties Team (CDT)

We hold termly SEN Planning Meeting with outside agencies to monitor our SEN pupils, put plans into place and make changes where necessary. This ensures that all those involved with an individual child are kept up-to-date with their progress, previous and current needs and also any provisions which have been put into place.

What extra-curricular activities are available for children with special educational needs?

At St. Marie's we offer a wide range of extra-curricular activities. All children are welcome and encouraged to participate in these activities and appropriate provision is always made to ensure that all children are fully included.

How does St. Marie's support the transition of a child with special educational needs?

Transition to/within EYFS

- There is a liaison with the previous academic providers and home.
- Opportunities for new Nursery children to meet their new teachers through carrying out home visits.
- Opportunities for children to meet new teachers and their new peers through 'Moving Up' sessions.
- A New Intake Meeting for all Nursery and Reception parents.
- Pupil meetings between teachers to pass up information.

Transition to/within Key Stages

- Opportunities for children to meet new teachers and their new peers through 'Moving Up Morning'.
- Pupil meetings between teachers to pass up information.

Transition to High School

- Consideration within the Year 5 annual review for children with statements or EHPs about forthcoming transition

- Primary SENCO meeting with the high school SENCO
- High school SENCO meets with year 6 teacher and the child
- Children visit the high school before they leave Year 6 and for some child an 'Enhanced Transition' is put in place in addition to this.
- Pupil/SEN information is passed onto the high school.
- Year 6 children complete their own 'Passports' for moving onto high school

Advice and information from Bury LA about the local offer

Please see Bury LA website for information and advice regarding the Local Offer www.bury.gov.uk