



# St. Mary's Catholic Primary School

Manor House Road, Wednesbury, WS10 9PN

## SEND Information Report

St. Mary's Catholic Primary School is a mainstream primary school serving the town of Wednesbury, within the borough of Sandwell and the Archdiocese of Birmingham, and since 1<sup>st</sup> April 2020 has operated as part of the St. John Bosco Catholic Multi Academy Company.

We believe that all children have a right to be valued, encouraged and accepted equally, regardless of ability, ethnic origin, behaviour or family background.

This school provides a broad and balanced curriculum for all children. Our Catholic faith and the National Curriculum are our starting points for planning which meets the specific needs of individuals and groups of children.

Some children have barriers to learning which mean they have special educational needs and require provision that is additional to or different from others of the same age. Children may have special educational needs throughout their time at St. Mary's or at a particular stage of their development.

### How will the staff at St. Mary's Catholic Primary School know if your child needs extra help?

- Your child may be falling behind in their learning and not reaching age related expectations or their progress may have slowed down.
- There may be changes in their behaviours in class.
- They may come into mainstream school already with an Education, Health and Care Plan (EHCP), Early Years Intervention Grant (EYIG) or existing parental concerns.
- Via discussions with parents/carers.
- Via discussions with your child.

### What should I do if I think my child has a Special Educational Need or Disability (SEND)?

- First of all, talk to your child's class teacher.
- Make an appointment to speak to the Special Educational Needs Coordinator (SENCo).
- Depending on your child's specific needs, you may wish to talk to your doctor (G.P.)

### **How will St. Mary's Catholic Primary School support your child with SEN?**

- The class teacher will set work which is suitable for your child's needs and differentiate his/her teaching and activities accordingly, using strategies such as pre teaching, scaffolding and use of resources.
- The class teacher will be aware of your child's needs and may arrange support from a Learning Support Practitioner (LSP) or Learning Support Assistant (LSA) for some tasks in class.
- Your child's progress be reviewed in a timely fashion and if he/she is still making limited progress or is still significantly behind age related expectations (at least 18 months behind), his/her name will be included (with your consent) on the school's Special Needs' register following a discussion with the SENCo.
- Your child will be given an individual Learning Plan outlining targets and interventions which will be shared with you. You will have an opportunity to comment on it and sign it.
- They may receive additional 1:1 and/or small group teaching to help meet their targets.
- Some children may need support if there are concerns about behaviour or emotional well-being.
- A referral to Inclusion Support for advice or assessment may be made.
- Support from the Speech & Language Therapy Service or Occupational Therapy Service may be requested.

### **How will the curriculum be matched to your child's needs?**

- All children will be working towards the same objective, but with different strategies and resources to help every child achieve to the best of their ability.
- There will be different levels of work taking place within the lesson whilst having high expectations for all. This is called adaptive teaching and allows all children to access the same curriculum, promoting inclusion and equal opportunities.

### **How is the decision made about what type and how much support your child will receive?**

- The class teacher and the SENCo will discuss your child's needs and how they can be best met within the school.
- The class teacher will address your child's needs through 'quality first' teaching at classroom level.
- Additional support can be 1:1 or within a small group with a LSP/LSA.
- It can be in a small group, inside or outside of the classroom.
- The support given will be recorded on your child's individual provision map/intervention timetable.

### **How will I know how well my child is doing and how I can help them at home?**

- Meetings with the SENCo and class teachers will be held regularly, at least once per term.

- Children identified as having special educational needs will be included on a whole school provision map, outlining the interventions they are receiving in order to support them in their specific areas of need.
- Children who are in receipt of an Education Health and Care Plan (EHCP) will also have an individual Learning Plan with specific targets which are outlined in their EHCP. These are reviewed on a half termly basis and an Annual Review will take place with parents and colleagues from the Local Authority at significant transition points ie. transfer to secondary school

### **How will St. Mary's Catholic Primary School know how well your child is doing?**

- Teachers monitor and track your child's progress with regular assessments, matched to national and age-related expectations.
- The individual Learning Plans for children with an EHCP is reviewed at least once each half term.
- Children who are not making expected progress are picked up through regular pupil progress meetings which follow these assessments. Advice is given to the class teacher and suitable interventions put into place.

### **What is available to support and develop my child's overall wellbeing?**

- We are an inclusive Catholic school, where we welcome and celebrate diversity.
- All our staff members believe in developing children's self-esteem and our school's values and virtues reflect this.
- There will be resources specifically chosen to aid and support learning.
- Emotional support/interventions are available for children who need a little extra boost to improve confidence, self-esteem or social skills.

### **What services and expertise are available at or accessed by the school?**

- Our SENCo is Ms. Maura Logan. She is a fully qualified and experienced teacher and, in 2016, completed the National SENCo Award through the University of Birmingham which is a statutory qualification for the role.
- All of our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.
- Our Learning Support Staff are qualified to a minimum Level 2 in child care or education support with the majority at Level 3 or beyond.
- Further training courses and events on specific Special Educational Needs topics are a regular feature of the staff professional development calendar each year. Whole school training in the past academic year has included topics such as delivering specific interventions, exploring ways in which we can be a more autistic friendly school, helping children with Speech and Language needs and Makaton. Staff who work on a 1:1 basis with children are trained to support the child's specific needs.

- We work closely with external agencies, relevant to each individual child's needs. These currently include: G.P.s, school nurses, paediatricians, speech and language therapists, occupational therapists, educational psychologists, learning support advisory teachers, behaviour support advisory teachers, specialist advisory teachers for hearing or visually impaired and physically disabled pupils, specialist outreach workers, family support and other social services.

### **How are children with SEN included in activities outside of the classroom, educational visits?**

All of our children are encouraged to join in, are welcomed on and included in all activities & after school clubs, whatever their needs. If a child needs extra support to be able to participate in a school visit or activity, then the adult to child ratio will reflect this; a child may be supported 1:1 depending on their needs.

### **How accessible is the school environment?**

- St. Mary's Catholic Primary School is housed on one site.
- It is fully accessible to all with a disabled toilet and fire exits.

### **Who will I speak to if I am worried about how my child is progressing?**

- First, speak to your child's class teacher.
- Make an appointment to meet the SENCo.
- Parents are always welcome to have a meeting with the School Principal to discuss any further concerns.

### **How will St. Mary's Catholic Primary School prepare and support my child when joining the school and transferring to a new school?**

#### **Joining our school**

- Teachers support the transition from pre-school to mainstream education.
- Open 'stay and play' sessions for new Nursery children are held in the summer term.
- Home visits support your child meeting the teacher ahead of the new school year.
- There are new intake evenings in the summer term before the September start.

#### **Moving to Secondary School**

- Letters sent home via St. Mary's Catholic Primary School will tell parents of open evenings etc. to be held at all local secondary schools.
- In the summer term, meetings are held between the SENCo and the SENCos of the secondary schools to make sure that all relevant information is passed on.
- If appropriate, the SENCo will make an application to a school with a specialist provision to meet an individual child's needs.
- Children with SEN are invited to extra transition days at their new secondary schools.

Support is given by all staff working with a child to reassure them that they will benefit from a place at a specialist provision, if appropriate.

### **How the School Governors are involved with pupils with SEN and what are their responsibilities?**

- Mrs. R. Moran is the SEN Governor responsible for monitoring the provision for children with special educational needs in school.
- The SEND Governor will meet each school term with the SENCo to talk through the progress that the children are making and reports back to the Governors. In these meetings all discussions and data are anonymised.
- The SENCo reports to the Governing Body and relevant committees.

### **What steps should I take if I am concerned about the school's SEND provision?**

- Your first point of contact should always be your child's class teacher.
- You may also wish to speak to the SENCo, Ms. M. Logan by appointment.
- You may read the school's SEN policy which is published on the school web-site.

If you feel you need an independent source of support, contact **Parent Partnership** at [www.sandwellparentpartnership.clicksetgo.co.uk](http://www.sandwellparentpartnership.clicksetgo.co.uk) and/or **Independent Special Education Advice** at [www.ipsea.org.uk](http://www.ipsea.org.uk)

The school has a formal complaints policy. Please contact the school office for details.

Further information about the provision, services, support and resources available for children or young people with SEN and their families within the Sandwell Local Authority is available through the 'Local Offer'. This can be found at: [www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

**Ms. M. Logan**  
SENCo/Inclusion Manager  
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