



*“Called to Love as God Loves”*

## **Our Special Educational Needs and Disabilities (SEND) offer**

### **Welcome**

My name is Jo Ward and I am the SENDCo at St Mary's.

Please feel free to email me during school hours with any issues concerning your child.

I can be contacted at school on 0161 681 6663 or at [joanne.ward@st-marys.oldham.sch.uk](mailto:joanne.ward@st-marys.oldham.sch.uk)

Our school SEND governor is Lorraine Leonard.

This report explains what we can offer to support your child if they have special needs or a disability. All children are different and their educational needs will vary. This report aims to provide parents and carers with an overview about how we support children at St Mary's and what we are able to offer you and your child.

Most schools have a similar approach to meeting the needs of children with Special Educational Needs and/or disabilities (SEND). Our school is supported by the Local Authority to ensure that all children, regardless of their specific needs, achieve their potential in school.

Under the Children and Families Bill, local authorities and schools are required to publish information about the services they expect to be available for children and young people with

SEND aged 0-25. The local authority refers to this as the 'Local Offer' and information is available on the Oldham Council website.

Children with additional needs are placed underneath one umbrella – SEND.

SEND is then split into 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and mental health
- Sensory and/or physical

### **1. How do we identify individual special educational needs and disabilities?**

- A child has SEND if he or she has significantly greater difficulty in learning than the majority of children of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- St Mary's follows the cycle of the graduated response:
  - Assess
  - Plan
  - Do
  - Review

#### Pre-school

- When pupils have been identified with a Special Educational Need or Disability (SEND), we work with the children, parents and professionals before pupils start at St Mary's. We will visit nursery and pre-school settings, or home and attend any review meetings prior to your child starting school. We use the information provided to identify what support their SEND will need in our school setting. We can also discuss a transition plan so we can meet the needs of your child immediately.

#### Cause for concern

- If you tell us you think your child has a Special Educational Need or Disability, we will discuss with you and assess them. We will share what we discover with you and agree with you the next steps and what we can do to support your child. We will take into account the wishes and views of the child.
- Regular teacher assessment and pupil progress meetings help us to identify any children who may need additional help and support in school. If your child is identified as not making progress, we will use the graduated response to identify if a child has a Special Educational Need.
- This involves completing a cause for concern profile and implementing suitable adjustments and interventions to monitor progress over a short period of time. We will also set up a meeting to discuss this with you in more detail.
- We will listen to concerns, plan any additional support your child may need and discuss any referrals to outside professionals to support your child's learning. This will be done as a partnership.

#### SEN Support

- Children will only be added to the school SEND register after discussion with and permission from parents/carers.

## 2. If my child has SEND how will the school support my child?

### Class teacher

- If your child is not making progress, your child's class teacher will first make sure their learning is suited to them and will adapt tasks, the way learning is approached, or the way they help motivate your child and monitor progress. If there is little or no improvement, they will seek advice from the SENDCo to discuss if there is anything we can offer additionally.
- We will ask you to work alongside us in the setting of targets. Staff will use strategies, equipment or approaches identified as helpful to your child's progress. We will ask for your child's views during this process.

### SENDCo – Mrs Ward

- The SENDCo will help class teachers in identifying children with SEND and consider what else can be tried within the classroom. Once children are identified, they can liaise with school staff and help with setting appropriate outcomes and suitable provision to help your child make progress. They The SENDCo may also coordinate the intervention form outside agencies such as Educational Psychology or Speech and Language Therapist.
- The SENDCo will contact you regarding outside agency involvement and may contact you regarding the outcome of assessments, or your child's needs or progress.

### Teaching Assistants

- Our teaching assistants may support your child's learning in class, either by directly working with them, or by working with others in the class to allow the class teacher to work directly with your child. They also take children for small group or one-to-one interventions designed to help your child make greater progress

## 3. How will the curriculum be matched to my child's needs?

- All teachers are responsible for the progress and development of all the children in their class.
- High quality teaching is our first step in responding to all children with SEND
- The class teacher plans lessons and makes reasonable adjustments according to the specific needs of all groups of children
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- This may involve using more practical learning, different resources, using technology or having additional adult support.
- Your child's class teacher will have carefully assessed your child's progress informally and formally and will know where there are gaps in learning and understanding.
- They will decide, with the advice of the SENDCo when additional group or individual support is needed.
- Children with SEND will have specific targets linked to their need which are reviewed termly
- All staff take into account and are sensitive to the child's specific needs when planning and assessing.

#### **4. What resources or equipment do you have to offer additional support?**

- Our teaching can be tailored to engage your child and learning can be scaffolded to offer support.
- Visual timetables are used to support routines and changes
- Visual prompts e.g. learning/task boards
- Prompt cards e.g. 'I need help or rest break'
- Sensory equipment
- Now and next approaches
- Enlarged resources
- Quiet spaces to work to limit distractions
- Recommended aids: wobble cushions, coloured filters, writing slopes, laptops, fiddle tools
- Targeted interventions: BLAST, NELI, Welcomm (EYFS and Primary), Nessy, RWI Phonics, individual SALT programmes, social communication groups, well-being groups,
- Emotional Literacy sessions with trained HLTA
- Caritas social worker

#### **5. As a parent/carer, how will I know how my child is doing and how will school help me to support my child's learning?**

- We will follow the assess, plan, do, review cycle as part of the graduated response.
- The class teacher will discuss the progress of your child with the senior management team at termly pupil progress meetings.
- Parents of children with SEND will be invited into school termly to attend a pupil-centred review meeting with your child. At the meeting we will discuss your child's strengths and identify areas for development.
- Progress will be reviewed with your involvement and plans and targets for the next term.
- The views and experiences of parents and the pupil's own views will be sought.
- The school will follow external advice and support from relevant external services
- The progress of a child with an Educational Health and Care Plan (EHCP) is formally reviewed at the Annual Review with all adults involved with the child's education.
- For pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study, we use the engagement model to assess pupils' progress.
- For other pupils who are engaged in subject-specific study, we may use PIVATS to assess progress which is in smaller steps and at a slower pace than the usual national curriculum.

#### **6. What support will there be for my child's overall wellbeing?**

- The 'Well-Being' of our pupils holds a very high place in our priorities for our children at St. Mary's. We follow the '5 Ways to well-being- Be Active, Keep Learning, Connecting, Take Notice and Giving.
- There is a well-being team consisting of a member of the senior leadership team, Mrs O'Leary, as emotional well-being lead and Ms Rowan and Mrs Millington as emotional well-being 'first-aiders'.
- Ms Rowan has completed ELSA training which specialises in supporting the emotional well-being of young children.
- Once a week special well-being sessions take place which involves the inclusion of each child at some point throughout the year. Various varied activities take place both indoors and outdoors including art and craft, shared reading, caring for the school environment, and social skills

- Children who need additional nurture or support emotionally or socially have individual well-being sessions.
- School have access to a member of Mental Health Support Team(MHST), Rob McGinnis, who attends school each Friday working one-to-one with children with low level anxieties who do not access other services eg CAMHs
- Our well-being ambassadors and school council share the 'Pupil Voice' which has an input into how we provide for the Wellbeing of our pupils.
- Our school's Mission Statement has a direct bearing on the formation of our behaviour policy.
- Our curriculum is used to raise the children's awareness of bullying and our anti-bullying policy.
- Current affairs, literature, historical events are chosen to reinforce our anti-bullying approach.
- Safeguarding procedures are fully in place and robustly checked and monitored by senior leaders and Governors.
- The Head-teacher is the designated Health and Safety officer for school and any concerns should be addressed to her. All staff undertake systematic training to allow them to fulfil their Health and Safety obligations. We have 10 first aiders, 9 paediatric first aiders and 2 outdoor and forest school qualified first-aiders on our staff. Accidents are dealt with by a qualified first-aider and are recorded. Medicines may not be administered by staff unless cleared to do so by the Head-teacher.(See medicine policy)
- Children are taught how to stay safe on the internet and other technologies through e-safety lessons which are shared with parents to enable them to know how to safeguard their children online.
- Pupils are listened to and there are excellent opportunities for pupils' voices to be heard. Children know that they can talk to a trusted adult who will offer support and advice as each pupil has access to more than one member of staff to offer support and guidance.
- Class teachers, support staff and Pastoral Care Workers carry out their pastoral care responsibilities efficiently and effectively and the high level of care provided enhances the quality of learning and progress for all pupils, including those with SEND.

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

- St. Mary's works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet your child's needs both in and out of school.
- We are currently involved with:
  - QEST (Quality and Effectiveness Support Team)
  - Educational Psychology
  - Speech and Language Therapy (SALT)
  - Visual Impairment Team
  - Hearing Impairment Team
  - Physical and Sensory Support Team
  - Occupational Therapy
  - CAHMS
  - School Nurse
  - Early Help
  - MHST
  - Primary Outreach Service
  - PIP team (Pupil Intervention Project)
  - Caritas

## **8. What training are the staff supporting children with Special Educational Needs and Disabilities having?**

- The SENDCo attends relevant training in order to keep their knowledge of SEND and the strategies and interventions up to date along with current developments. She has attended training in:
  - Introduction to Dyslexia
  - ADHD and classroom strategies
  - Autism Awareness
  - Precision Teaching
  - Early Identification of Needs project
  - The SENDCo will be completing the National Award for SENDCos in September 2023-24
- The SENDCo regularly attends local development days. Her role involves delivering or organising training relevant to the needs of the school, for all members of staff.
- St Mary's SENDCo has also worked in partnership with a Specialist Leader in Education who has 18 years of experience as a SENDCo
- A staff meeting each half term is allocated each year for training in SEND – this enables all teachers to further their understanding of areas of SEND
- We have a trained ELSA staff member
- During recent years, staff have received training in:
  - Autism awareness
  - Welcomm
  - Blast
  - Neli
  - Wellbeing
  - Early Identification of Need project
  - Lego therapy
  - Intensive Interaction
  - Elklan

## **9. How will my child be included in activities outside the classroom including school trips?**

- As an inclusive school, every child has the opportunity to access all areas of the curriculum
- We encourage all children, including those with SEND to engage in extra-curricular activities both those that our school hosts and those that are available in the local community. We provide a wide range of activities that are held after school, we ensure that the clubs we offer reflect a wide variety of curriculum elements e.g. sport, art, forest school etc. Access to these clubs are monitored by school.
- All children are encouraged to go on our Y6 residential to Robinwood.
- Provision for trips and activities will be adapted to meet individual needs
- Any child needing specific help will have this discussed between school and home before any visit or activity
- No pupil is ever excluded from taking part in an activity because of their SEN or disability
- All pupils are sensitively encouraged to take part in sports days/workshops/assemblies/school plays etc
- The school's accessibility plan can be found on the school website.
- To support our working families, we run a Before School Club which is accessible for all children

### **10. How accessible is the school setting?**

- St. Mary's R.C Primary School is a designated 'Open Access' school and is therefore judged fully wheelchair accessible. We are a single level school with wide internal and external doors to allow for wheelchair access.
- All the furniture we provide for learning is designed for the age and suitability of the activities we do. We are a friendly school and members of staff are available at the start and end of each day for 'handovers' and the sharing of information.
- We have a well-being room.
- We have disabled changing and toilet facilities in both the infant and junior departments
- All classrooms have blinds to control light for children with photosensitivity and visual difficulties
- School seek advice from the Additional Complex Needs service on disabled accessibility and act upon recommendations.
- The school has a range of resources specifically to be used for children with SEND. We use visual/pictorial timetables, workstations, easy grip pencils, first and then boards, visual timers and specialist programmes.
- We use a range of technology including iPads, apps, PCs, laptops and we use a range of software on our school learning platform/website to help pupils engage with subjects they find difficult; practice skills and become independent learners.

### **11. How will St Mary's prepare and support my child to join the school, or transfer to a new setting for the next stage of their education and life?**

- Prior to joining us at St. Mary's, when pupils have identified SEND we work hard with the people who already know them (Early Years Team, previous school/SENDCo) and use the information already available to identify what their SEN will be in our school setting.
- Children will be invited to make additional visits to the setting, this can be arranged with their pre-school key worker.
- A phased entry can be arranged to suit the needs of the child.
- Where necessary, children will receive transition booklets with photographs of their new teacher, classroom and routines every year.
- For those children moving from our setting to another, we will pass on all records and information so that any additional support can be put in place in their new school
- We work closely with SENDCo's and SEN teams from Secondary schools to ensure smooth transition from Year 6 to Secondary, passing on all relevant information.
- Our Year 6 pupils visit their forthcoming Secondary School for curriculum taster sessions. Our local Secondary Schools also provide transition events for parents and pupils part way through their final primary year.
- For children with Special Educational Needs an additional transition meeting is arranged with pupils, parents and both primary and secondary SENDCo's (or their representatives). At this meeting a discussion is held about the pupil's identified special educational needs, how they can be met and a provisional plan is made for their transition.
- In many cases, additional visits and extra transition arrangements are put in place for our Year 6 pupils with SEND.
- Transition documents are completed by class teacher and SENDCo which are passed on to the high school.

**12. How are the school's resources allocated and matched to children's individual Special Educational Needs and Disabilities?**

- The school budget, received from Oldham local authority, includes money for supporting children with SEND.
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- At the end of each academic year, the Headteacher, Deputy Head and SENDCo discuss all the information they have about SEND in the school, including existing support, the children needing extra support and decide what resources/training and support is needed for the coming year.
- Resources/training and support are reviewed regularly and changes are made as required to meet the needs of each cohort.

**13. How is the decision made about what type and how much support my child will receive?**

- If your child continues to make little or no progress, despite high quality teaching and reasonable adjustments, the class teacher and the SENDCo will assess if your child needs a more targeted approach.
- Where this is the case, in consultation with yourselves as parents/carers, an agreement about the level of SEND support that is required will take place.
- Support will be carefully monitored to look at the impact
- It may be necessary to apply for an Educational, Health and Care Plan (EHCP) to further support

**14. How are we as parents/carers involved with the school?**

- Parents will be involved in all decision making about your child's learning
- We arrange termly meetings to review progress
- During these review meetings, we will discuss what is working in school and how this can be adapted at home.
- We will set and review targets together with parents/carers so we work very much in partnerships.
- We operate an open-door policy and ask that you contact school at any time if you have any concerns you wish to discuss.

**15. Who can I contact for further information?**

- For initial concerns, contact the class teacher, then the SENDCo – Mrs Jo Ward
- Our SEND governor is Mrs Lorraine Leonard
- Our Attendance and Family Liaison Officer, Mrs Kirsty Meah, supports families in a wide variety of ways e.g. signposting to relevant organisations, completing paperwork/forms, putting in place home behaviour plans, assistance on getting their child to school (travel plan), meet and greet arrangements and regular update meetings.
- Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children and young people with special educational needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of SEND children and families. (<http://www.pointoldham.co.uk>)



**16. What do I do as a parent/carer if I am not happy with a decision or I have some concerns?**

- Your first point of contact is always the person responsible- this may be the class teacher; the SENDCo or the Head teacher. Explain your concerns to them first. If you are still not satisfied with the response, please see the complaints policy on the school website.
- If your concern is with the local authority, contact the Complaints and Representatives Officer, contact details as follows:

Complaints and Representations Officer  
Freepost- RRGY-TJSR-GHGZ  
PO Box 40  
Level 8, Civic Centre  
West Street  
Oldham, OL1 1XJ  
Tel: 0161 770 1129

- The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit [http://www.oldham.gov.uk/pps/info/12/about the service](http://www.oldham.gov.uk/pps/info/12/about%20the%20service).