

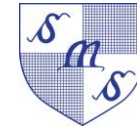


**East Riding Local Offer
St Mary's Catholic Primary School**

1. What are the following contact details for your setting/school/academy/college? (Please provide contact name, telephone number and email address)

	Special Educational Needs Coordinator (SENDCo)	Special Educational Needs (SEND) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Rachel Goodwin	Sally Goodwin	Initially, contact the child's class teacher, then Julie Sutherland (Executive Headteacher) or Rebecca McKenna (Assistant Headteacher). If it is specifically SEN then please contact Rachel Goodwin or Julie Sutherland.
Contact number	01430 872330	01430 872330	
Contact email	mwsm@eastriding.gov.uk		
Address	St Mary's Catholic Primary School, Sancton Road Market Weighton York East Riding of Yorkshire YO43 3DB		

2. What is the ETHOS of St Mary's Catholic Primary School regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?



We believe that all children and young people are entitled to an education that enables them to make progress.

At St Mary's Catholic Primary School we use our best endeavours to make sure that a child with SEND gets the support they need while engaging in the activities of the school alongside pupils who do not have SEND.

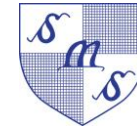
St Mary's Catholic Primary School will have due regard for the Special Needs Code of Practice 2014 (COP) when carrying out our duties towards all pupils with special educational needs, and ensure that parents/carers are notified when SEND provision is being made for their child.

At St Mary's Catholic Primary School we will ensure that:

- Children with special educational needs are offered full access to a broad, balanced and relevant curriculum
- There is a differentiated curriculum in place appropriate to the individual's needs and ability.
- All pupils requiring special educational needs provision are identified as early as possible in their school life
- and appropriate strategies are put into place
- Children with special educational needs are fully integrated into the academic and social life of the school and
- are able to reach their full potential and maximise their achievements
- Parents/carers of pupils with special educational needs are kept fully informed of their child's progress and
- attainment
- Special educational needs children are involved, where practicable, in decisions affecting their future SEN
- provision
- All children are valued, respected and equal members of our school regardless of gender, disability, race, culture or cognitive development.

3. Please see the following policies on the website for more information.

- SEND Policy
- Anti-Bullying Policy
- Health and Safety Policy



- Safeguarding Policy
- Equality Policy
- Inclusion Policy
- EAL Policy (not a special need, but can cause additional educational difficulties)

4. What is the standard admissions number?

How many Children and Young People do you have on roll? **89**

How many Children and Young People have SEND? **6**

How many Children and Young People have a statement/EHCP? **2**

5. How does St Mary's Catholic Primary School :

Identify and assess Children and Young People with SEND?

Identification and Assessment arrangements

The school policy for SEN follows the guidance of the Code of Practice that recommends four stages of action. Prior to this there will have been an expression of concern either from the class teacher, teaching assistant, parent/carer or other member of staff with regard to lack of progress, or otherwise, in any given area of development.

1. School Support

The trigger for intervention through School support follows cause for concern about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas. Presents persistent emotional or behavioural difficulties which are not changed by the behaviour management techniques usually employed in school (see behaviour policy)



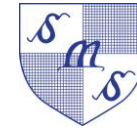
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and or interaction difficulties and continues to make little or no progress despite provision having been made to support these.
- Working in collaboration with the SENCO and parents/carers, teachers must:
- Collect all relevant information on the child
- Be responsible for initial assessment and evaluation of child's needs and progress.
- Register children at School Support when necessary interventions, including TA support, are additional to or different from those provided as part of the school's differentiated curriculum.
- Use targets and strategies to enable the child to make progress and record these on an TSP (Termly Support Plan)
- Evidence to support identification includes:
- Foundation stage:
- Foundation stage assessments
- End of Year assessments
- Ongoing observations
- Half termly assessments
- Class teacher's recommendations
- Health problems

Years 1 – 6:

- Child's progress against objectives set out by National Expectations and Age-Related Targets
- SATs results
- Ongoing assessments
- Half termly assessments and target setting, and class and whole school assessment data including
- pupil tracking

Health problems

The class teacher will inform the SENCO and complete a cause for concern form. The Class Teacher and SENCO



will agree what initial support is needed, the class teacher will ensure this is carried out and evaluated. If this short-term support doesn't help the child may be given a TSP.

The teacher will draw up a personal TSP – based on the child's needs and inform the parents. The TSP and support strategies are implemented.

The personal support plan will include information about:

- 3- 5 individual short term targets set for the child
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Outcomes (when a personal support plan is reviewed)

Progress will be reviewed termly and a decision will be taken as to whether the child will either move to School Support and continue to have a TSP a personal support plan with new targets set, or, if adequate progress has been made and there is no longer cause for concern, the child can be removed from the SEN Register and the parents/carers informed.

*Adequate progress could be defined as follows:

- It closes the attainment gap between the child and their peers Prevents the attainment gap growing wider
- It is similar to that of peers starting from the same baseline
- Targets on a personal support plan are achieved
- It matches or betters child's previous rate of progress
- It demonstrates an improvement in self-help, social or personal skills It demonstrates improvements in child's behaviour

2. School Request for Statutory Assessment

It is the responsibility of the SENCO in collaboration with the class teacher, parents and head-teacher to provide the LA with evidence of action taken through the various stages. The LA considers, working co-operatively with the parents and other agencies, whether a statutory assessment



of the child's SEN is necessary. The LA may decide that issuing an EHC Plan is the most appropriate course of action. This is further outlined in the COP.

Evaluate the effectiveness of provision for Children and Young People with SEND?

Monitoring and evaluating the success of the education provided for children with SEND at St Mary's Catholic Primary School, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:

- Observations of teaching and learning
- Success rates in respect of progress towards TSP and learning targets
- Scrutiny of children's work
- Seeking views of parent and child.
- Analysis of progress through half termly assessments
- Regular meetings between SENCO, head-teacher, class teachers and teaching assistants
- Impact of spending on standards.

Each Class Teacher also keeps a record of all the interventions children with SEND take part in. These are evaluated as the intervention ends. They look to see how effective they have been. This may be in terms of levels or progress or in confidence.

Assess and review progress of Children and Young People with SEND?

- Termly support plans (if applicable) are reviewed termly.
- Targets are set, changed and evaluated as necessary.
- Class teachers assess all children every half-term. Pupils with SEND are assessed and tracked within the whole class and on a SEND tracker.
- Children with EHC Plans have annual reviews.
- Parents can discuss their child's progress at any time with the class teacher.
- Parents can arrange to see the SENCo at any time.



6. Who are the best people to talk to in your school about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

Initial concerns should be raised with the class teacher as the person responsible for working with the child on a daily basis. The SENCO will support the class teacher in further assessment of the child's particular strengths and weaknesses and to talk to parents alongside the class teacher.

7. What are the different types of support available for Children and Young People with SEND in St Mary's Catholic Primary School?

Initially, children's difficulties will be addressed in class. This will be through differentiated or targeted support. Then appropriate interventions will be put into place. These will be short term, small group, targeted activities that will support the children's difficulties including:

- Small group/1:1 interventions.
- Social Skills group.
- ELSA (Emotional Literacy Support Assistants) - including Lego Therapy and Drawing and Talking
- Speech and Language support under guidance of speech professionals.

If a need has been identified the SENCo will liaise with the appropriate outside agencies. These include:

- Educational Support Services - Learning Support Advisory Teacher, Educational Psychologist, Behaviour Support Teacher
- School health service – including health visitor, school nurse , specialised nurses, community paediatricians, speech and language therapists, occupational therapists
- Child and Adolescent Mental Health service (CAMHS)
- Social Care Team and Attendance Officer
- Advice from local special schools and organisations such as Autistic Association



- Sensory Service
- Market Weighton Children's Centre

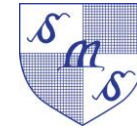
8. How will St Mary's Catholic Primary School ensure ALL staff are aware and understand a Child or Young Person's SEND?

Close teamwork within the school ensures that all staff that work with the child understand the child's needs. All staff, teaching and non-teaching are appraised regularly about the progress of each child with special educational needs. Termly Support Plans are discussed so that as a school we are working together and to the same aim. SEND provision within the school is discussed termly at a staff meeting.

9. How will St Mary's Catholic Primary School let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

In accordance with the SEND Code of Practice, St Mary's Catholic Primary School believes that all parents/carers of children with SEND should be treated as essential partners. We believe in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. The school has positive attitudes towards parents/carers, providing an open door policy and user-friendly information. The head- teacher, staff and governors strive to ensure that all parents understand the procedures and are aware of how to access advice. Parents will be supported in enabling them to:

- Recognise and fulfil responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Have their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.



The school accepts and values the contribution of parents and encourages active participation at all stages of the Code of Practice. The school makes every effort to identify ways parents can help. The school also offers practical help and advice to parents.

Initial concerns may be raised informally by a conversation between class teacher and parent/carer as an early response to emerging difficulties, this maybe at a parents evening or another specially arranged meeting. Formal parent teacher consultations will be held to discuss Termly Support Plans and progress made. If your child is placed on the SEN register you will be informed by the SENCo

A named governor takes a particular interest in special needs.

We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10. How is support allocated to Children and Young People?

Support is allocated on assessment of either medical needs or specific interventions that will help the child progress to agreed outcomes.

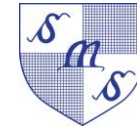
The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to EHC plans. The SENCO with the headteacher draws up the resources bid when the school is planning for the next Single Integrated Development Plan (SIDP).

11. How does support move between the key stages?

The effectiveness of support and intervention will be evaluated and the SEN termly support plan will identify the support required for the next term.



All information about SEND children is transferred to the new class teacher. A pupil meeting takes place between the class teachers and children with SEND are discussed.

Where a change of school occurs the SENCO, together with the Head Teacher, will be responsible for ensuring the transfer of all relevant documentation and information. When transferring to secondary school, there will also be liaison between the appropriate primary and secondary school staff. If applicable there may be additional transition days.

12. Which other people and organisations provide services to Children and Young People with SEND in St Mary's Catholic Primary School?

- Educational Support Services - Learning Support Advisory Teacher, Educational Psychologist, Behaviour Support Teacher, Youth and Family Support
- School health service – including health visitor, school nurse, specialised nurses, community paediatricians, speech and language therapists, occupational therapists etc.
- Child and Adolescent Mental Health service (CAMHS)
- Advice from local special schools and organisations such as Autistic Association
- Market Weighton Children's Centre

13. What training have staff received to support Children and Young People with SEND?

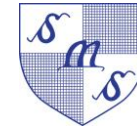
The Head-teacher and SENCO attend training courses together as evidenced in the school development plan.

The SENCO attends locally organised meetings organised by Education Support including termly SENCo Forums. Services, Annual SEN Conference, and other CPD courses organised by the LA which ensure up-to-date knowledge of current issues.

All staff development takes account of SEN/Inclusion issues eg whole staff Attachment Training.

All staff and teaching assistants are encouraged to undertake training when applicable.

Social groups, Toe-by-Toe, Read Write Inc, Springboard, Lego Therapy, Drawing and Talking, ELSA Supervision



14. How will teaching be adapted for a Child or Young Person with SEND?

Lessons are planned and differentiated to address potential areas of difficulty and to remove barriers to pupil achievement. Differentiation follows from the setting of deliberately ambitious targets.

We aim to include all of the children as much as possible within a whole class setting. Children with SEND may be withdrawn for intervention groups. These groups may include pre-teaching or over-teaching of specific skills, friendship groups, extra reading/phonics or numeracy groups and many others.

At St Mary's Catholic Primary School we will ensure that:

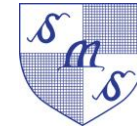
- Children with special educational needs are offered full access to a broad, balanced and relevant curriculum
- There is a differentiated curriculum in place appropriate to the individual's needs and ability.
- All pupils requiring special educational needs provision are identified as early as possible in their school life and appropriate strategies are put into place.
- Parents/carers of pupils with special educational needs are kept fully informed of their child's progress and attainment
- Special educational needs children are involved, where practicable, in decisions affecting their future SEN provision

We will seek to provide the maximum opportunities for all children and to remove barriers to learning for all children. In implementing this policy we believe pupils will be helped to overcome their difficulties

15. What support is available for parents/ carers of a Child or Young Person with SEND?

The school has positive attitudes towards parents/carers, providing an open door policy and user-friendly information. The head-teacher, staff and governors strive to ensure that all parents understand the procedures and are aware of how to access advice. Parents will be supported in enabling them to:

- Recognise and fulfil responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework



- Have their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

The school accepts and values the contribution of parents and encourages active participation at all stages of the Code of Practice. The school makes every effort to identify ways parents can help. The school also offers practical help and advice to parents

We also have strong links with:

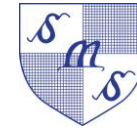
- Market Weighton Children's centre. Here they offer a number of courses (such as family links) and support.
- SAPTS Team
- Educational Psychologists
- CAMHS
- Local GP's
- Behaviour Support Team

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Parents will be supported in enabling them to:

- Recognise and fulfil responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Have their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

16. How is St Mary's Catholic Primary School's physical environment accessible to Children and Young People with SEND?



The primary aim of St Mary's Catholic Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. St Mary's Catholic School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

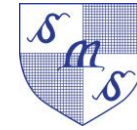
- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for any disabled staff and pupils
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language.



- Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users.
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- The school will consult with stakeholders, i.e. pupils, parents/carers, staff, governors and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

17. What facilities are available for Children and Young People with SEND on St Mary's Catholic Primary School site e.g. special quiet room, lunchtime club?

N/A



18. How will Children and Young People be supported during transitions? (when moving to another setting/school/ college or between classes/ groups in the setting/ school/ college)

Transitions are planned and prepared for, information is shared and extra supported visits are organised if required. All information about SEND children is transferred to the new class teacher. A pupil meeting takes place between the class teachers and children with SEND are discussed.

Where a change of school occurs the SENCO, together with the Head Teacher, will be responsible for ensuring the transfer of all relevant documentation and information. When transferring to secondary school, there will also be liaison between the appropriate primary and secondary school staff. If applicable there may be additional transition days.