

# St Mary's VC Academy- Send on a Page 2023

Together we Journey with Jesus inspiring each other to learn.

## SEND at St Mary's:

- Children with special educational needs have full access to a broad, balanced and purposeful curriculum at St Mary's. We offer an inclusive, supportive and ambitious environment, which is carefully planned for our children to learn and thrive.
- Strategies are used to adapt the curriculum, ensuring it is appropriate to children's needs and learning styles, the development and use of The Nest supports this.
- We aim to identify needs as early as possible, liaising with parents, outside agencies and professional to put early support in place.
- Staff have regularly updated pupil information. Training needs are addressed in order to ensure quality first teaching and practise for SEND learners.
- Children with special educational needs are fully integrated into both the academic and social life of the school and are able to reach their full potential and maximise their achievements. This links to our Catholic school ethos and values to love one another and treat one another as we would want to be treated.
- Parents/carers of children with special educational needs have regular, at least termly meetings about their child's progress and attainment, concerns are openly discussed and ways forward planned together, we have a very open and supportive partnership with our parents.
- If possible children with SEND are involved in meetings and conversations where aspirations are discussed and targets to move learning forward are set, we listen to what is important to the child and what they want to achieve.
- All children are valued, respected and equal members of our school regardless of gender, disability, race, culture or cognitive development.
- We will seek to provide the maximum opportunities for all children and to remove barriers to learning for all children.
- 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 eg Autism Awareness and Downs Syndrome Day.
- 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.

## Context of SEND at St Mary's

	EHCP	SEND K	Pupil Premium	SEND Pupil Premium
<b>Total</b>	6	7	8	2
<b>St M %</b>	6.5%	7.6%	8.6%	2.1%
<b>National %</b>	4.3%	13%	25%	
<b>EYFS</b>				
<b>Year 1</b>	1	3 EHC pathway for 2 children to begin	2	
<b>Year 2</b>				
<b>Year 3</b>	1			
<b>Year 4</b>	2	2		
<b>Year 5</b>		1 EHC assessment in progress		
<b>Year 6</b>	2	1		

## Bespoke SEND curriculum implementation:

Our curriculum is planned to include the development of skills and knowledge for all children, this small steps approach is key for our SEND learners particularly.

Assessments are adapted appropriately and completed in a timely and supportive manner to allow students with SEND the opportunity to demonstrate the recall of prior knowledge, current knowledge and the application of knowledge and skills. They are used to check targets and plan next steps for our learners and shared with staff, professionals and parents.

Within the wider school, there is consistency in terms of which Key Stage Teaching Assistants are attached to, they are deployed to provide support to ensure the appropriate skills and expertise to best support our children with SEND in accessing a broad and balanced curriculum. For example specific TAs have training in SALT, Phonic, IDL and Reading support programmes.

There are opportunities planned throughout the year to promote teamwork, communication, determination eg Sports Day, Book Day, Advent Afternoon, Mission Days, Prayer Spaces.

We have an open door policy at St Mary's, parents regularly come to discuss concerns or ways forward with staff in order to ensure the best outcomes for their child in addition to termly meetings. The head-teacher, SENDCO, staff and governors strive to ensure that all parents understand the procedures and are aware of how to access advice for other agencies and professionals outside of school also.

All information about SEND children is transferred to the new class teacher at transition meetings in the summer term, SEND children are discussed specifically and Pupil Passports are updated together for the Autumn term.

Each KS has an allocated Teaching Assistant (TA); these are often used to support children with SEND within classes to access quality first teaching. They run the interventions planned by the class-teacher and the impact is evaluated by teachers together with TAs. • If a TA is specifically for a child with SEND (e.g. as part of a EHC Plan), then that TA usually follows the child throughout the school.

## Whole school teacher led SEND support:

- Regular staff INSET takes place with a clear SEND focus linked to specific areas of need for our children to ensure staff are confident and consistent eg Social and Communication Needs Autumn 2022, Sensory Motor Skills Training Autumn 2023
- Dedicated half termly SEND staff meetings take place, guidance is shared with all staff regarding where to access up to date information on SEND children, cause for concerns discussed and ways forward planned together.
- Teaching staff have access to a shared SEND drive where pupil passports, reports from professionals and information to support teaching and learning is stored.
- Updates received by the SENDCO are shared in a timely manner with teachers via email if necessary to ensure most recent information is known to all to ensure support is consistent and relevant.
- Outcomes and key action points from Annual Review meetings are shared with specific teachers and TAs of individual students to ensure needs are met in an up to date and appropriate manner.
- SEND is a standing agenda item for weekly meetings to ensure concerns can be raised to ensure early identification, ideas for support shared and we maintain a collaborative approach.
- Auxiliary aids and services will be provided for children and, 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.

## SEND Areas of strength:

- Supporting students with SEND is a shared responsibility at St Mary VC Academy – it is integral to our school.
- Quality first teaching in classroom, small group work, differentiation
- We have experienced and skilled Teaching Assistants who undertake a supportive process of Performance management in line with Quality First Teaching Assistant standards which is bolstered by a varied, engaging and relevant CPD programme.
- High aspirations for all SEND children met through an inclusive and engaging curriculum.
- Early identification of need/SEND: through pastoral meetings with staff, collaborative working with parents, observations, positive involvement with outside agencies and professionals, pupil voice – graduated response.
- Involvement with Local Authority, Kingsmill Outreach colleagues, School Nurses, Educational Psychologist, Clinical Psychologists, Speech & Language Therapists, Occupational Therapists, Physiotherapists, Virtual School colleagues, and Social Workers.
- Excellent whole school communication including sharing regular updates on individual SEND students, termly updates to pupil passports to ensure at least good outcomes for SEND learners.
- Transition from class to class/ KS to KS and secondary transition plans are effective and timely.
- Use targeted interventions including Maths for Life, IDL, Learn and Thrive, Colourful Semantics, Ed Shed targeted work set to support teaching and learning for pupils.
- Introduction of The Nest SEND base to support learners for specific lessons or at point through the day to support regulation
- Ensuring all activities are purposeful and link to learning, pupil passports and EHCP targets
- Regular communication with parents
- A refined, strategic, effective and informative Annual review system – feedback to staff key to this.
- All staff, teaching and non-teaching are regularly updated about the progress of each child with special educational needs. Pupil Passports are discussed so that as a school we are working together and to the same aim.

## SEND Areas for development:

- To continue to build an and develop the effectiveness of teaching and learning within The NEST to improve the outcomes of EHCP/ SEND K learners further.
- To develop effective recording system of termly meetings.
- To support staff in completing SEND paperwork eg referrals confidently.
- To train HLTA as ELSA to support needs of SEMH.

SEND Outcomes	EHCP				SEND K			
	Year	Reading	Writing	Maths	Year	Reading	Writing	Maths
2023	EYFS	Emerging	Emerging	GLD	EYFS	Emerging	Emerging	Emerging
	2	WTS	WTS	EXS	EYFS	GLD	GLD	GLD
	3	BLW	BLW	BLW	EYFS	Emerging	Emerging	GLD
	3	WTS	BLW	WTS	3	WTS	BLW	WTS
	4	BLW	BLW	BLW	4	WTS	WTS	WTS
	5	WTS	BLW	BLW	5	WTS	BLW	WTS
	5	ETS	WTS	GDS				