



St Mary's Catholic Primary School

Local Offer for Pupils with Special Educational Needs and / or Disabilities

St Mary's Catholic Primary School is a fully inclusive school ensuring that **all** pupils achieve their potential - personally, socially, emotionally, physically and educationally.

The Special Education Needs and Disability (SEND) Code of Practice, SEND is defined as:

A child or young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(Page 15- SEND Code of Practice 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Here at St Mary's, we follow an assess-plan-do-review approach. We assess to see whether a pupil needs some additional support, we plan suitable interventions/ support/ strategies for that pupil, we carry out and monitor those interventions/ support/ strategies and then review them to see what impact they have made. This is a continuous cycle.

Local Offer

Our Local Offer helps you understand how we support pupils with special educational needs and disabilities following the assess, plan, do, review cycle.

We consult with pupils and their families on our local offer by:

- Regular meetings and reviews with children and their families.
- SEND support plans for children on the SEND register
- Short term SMART targets
- Day to day discussions on any new issues or concerns that may arise.
- Sharing SEND support plans during the year.

- Asking for feedback during parent consultations, parents evenings and review meetings
- Recording aspirations and wishes for children during discussions on SEND support
- Recording and tracking feedback from parents on what they and their children have found beneficial

Supporting Pupils with Special Educational Needs / Disabilities and Their Families

We will let families know of any SEND concerns about a pupil's learning by:

- Face to face initial concern meetings between parents/carers, SENDCo and any key people involved with the pupil. A cause for concern document may be completed.
- The class teacher and SENDCo will carefully assess monitor the child's progress and liaise with parents about this, giving updates on progress formally 3 times a year.
- Strategies will be put in place to help the child's learning; a timeframe will be put in place to review these and updates on the children's progress after interventions will be shared as appropriate
- If appropriate a provision map or positive behaviour log will be created by the class teacher.
- Written records of children's needs, the plans that are in place to deal with them and the outcomes will be shared as appropriate

When a pupil is identified as having special educational needs, we support their development and progress by:

- Following the Special Educational Needs Code of Practice.
- Providing quality first teaching, supporting the pupil fully within the class as well as some small group and individual support.
- Discussing the outcomes we are aiming for and seeking the thoughts of parents
- By using the information, we have gathered through the assessment process to plan interventions. We will then carry out the interventions and review to plan the next step
- Where school based intervention is unsuccessful we will seek outside support from the appropriate agencies to address the child's needs.
- Use advice from outside agencies to inform planning and resources used to support Children
- Document all targets on a Support Plan.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

Early Help Team
Educational Psychology Service

Language and Communication Team
Speech and Language Therapy
Occupational Therapy
Child Adolescent and Mental Health Team (CAMHS)
Behaviour Outreach Team
Dyslexia and Dyscalculia Team
Physiotherapy
Sensory Support Team
Health Service
SENDIASS
Parent and Carer Forum
The Support and Review Service of the Local Education Authority
Other agencies support to be requested depending on the needs of the child

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:

- Face to face liaison with secondary schools to discuss the needs of SEND children as they transfer
- Invite the SENDCo of the future schools to annual review meetings and SEND review meetings
- Pass on all relevant reports and information to the new school.
- SEND secondary transition pack to plan for the changes and prepare the children with coping strategies
- Additional visits to the schools to reduce anxiety and increase familiarity
- Opportunity to liaise with other SEND children who may be transferring at the same time.

Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.

Deployment of staff is reviewed regularly to ensure targeted support for children. Support Staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.

Additional programs are tailored to the needs of the children and are delivered by support staff, these involve small group and 1:1 work.

These include:

Personalised learning programmes

1:1 support,

Socially Speaking

Time to Talk

Small group phonics sessions

Booster classes

1stClass@Numbers

Success@Arithmetic
Better Reading Partners (BRP)
Inference Development
Lightning Squad
NIPPA
Wellcomm
Word Aware programme
Moving On
Lego Therapy Groups
Next Steps counselling service
Communicate and Regulate
Individual Pastoral support
Speech and language programmes
Dyslexia programmes
Dyscalculia programmes
Occupational Therapy programmes

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities the school views this as part of our ongoing school improvement provision.

Our fully qualified / trained Special Educational Needs Co-ordinator, Mrs Jarvis, provides advice and guidance to staff.

We have a dedicated school SEND governor, who liaises with school and attends local authority meetings on SEND. Our SEND Governor can be contacted via letter which can be left at the school office.

Time is given for the monitoring of SEND teaching and learning throughout the school.

Liaison with parents and outside agencies is coordinated to gain information and provide feedback on children's progress.

Support staff have received additional training and support from external services to ensure the support programmes being delivered are of the highest quality.

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school.

- Support is offered to parents with early reading and phonics through a reception class meeting on how to help children learn to read.
- Parent workshops are offered annually to enable parents to work alongside their children in school and find learn more about how we teach core skills.
- Parent/Carer forum held in school termly.
- Homework is differentiated for pupils with difficulties
- Families are also signposted to services / organisations through the Local Offer.
- Families are encouraged to use SENDIASS to assist at meetings etc. School shares information about the SENDIASS team during meetings and reviews.

- When appropriate families can be referred to a relevant parenting program.

Further Information

- Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils with special educational needs or disabilities.
- Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.
- The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.
- All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer at St Mary's Catholic Primary School then please contact the Special Educational Needs Coordinator - Mrs. Jackie Jarvis on 0191 8142006

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources
<p>Cognition and Learning Needs:</p> <p>e.g.</p>	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning.

<ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. <ul style="list-style-type: none"> • Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources
<p>Social, Mental and Emotional Health:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. <ul style="list-style-type: none"> • The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities, as appropriate <ul style="list-style-type: none"> • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations, when appropriate • Outdoor learning is used to offer a different approach to the curriculum, when appropriate. • Information and support is available within school for behavioural, emotional and social needs.
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy.

	<ul style="list-style-type: none">• Support with personal care if and when needed.• Staff understand and apply the medicine administration policy.• The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.• Some entrances to the school have ramps fitted to allow wheelchair access.• The school has disabled toilets / facilities
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If you have any concerns about your child’s special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child’s class teacher and / or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact Special Education Needs and Disabilities Information Advice and Support Service, SENDIASS, for impartial information, advice and support in relation to their child’s special educational need and / or disability on 0191 643 8313 or at sendiass@northtyneside.gov.uk .

Subject to annual review – Last reviewed September 2024