

St Mary's CEP School Rawtenstall

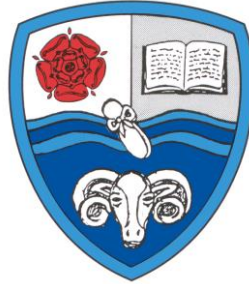
Headteacher: Mr N Gurman

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SEND Information Report

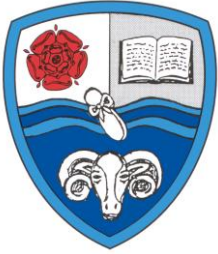
1. What kinds of special educational needs do we make provision for in our school?

St Mary's is a mainstream Church of England primary school. We aim to provide a happy, secure and supportive learning environment where all the children can develop independence and work hard to make the most of their talents.

We provide for a wide range of pupils with SEN and disabilities. These include difficulties in:

- **Communication and Interaction:** These children may have speech. Language and communicating needs.
- **Cognition and Learning:** These children may learn at a slower pace than their peers even with appropriate differentiation.
- **Social, Emotional and Mental Health Difficulties:** Difficulties may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or concerning behaviour.
- **Sensory and/or Physical Impairment:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.
- **Medical/Health Conditions**

Together we can support your child to reach their full potential.



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2. How does our school know if your child needs extra help?

The school is committed to early identification in order to meet the needs of children with SEN. We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be identified by progress that:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Fails to make progress with wider development or social and emotional needs
- Fails to make progress in self-help, social and personal skills
- Concerns are raised if behaviour begins to affect progress

The school will use the graduated approach as advised in the Code of Practice -25 years 'Assess, Plan, Do and Review'. A child will be identified as needing SEN support by drawing on class teacher's assessment and experience of the pupil. Parents will be notified and adjustments, interventions and support will be put into place. The class or subject teacher should remain responsible for working with the child on a daily basis. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents.

This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing.

We believe that parents know their children best and have an 'open door' policy where parents are welcome to express concerns and offer help and advice in meeting their child's specific needs.

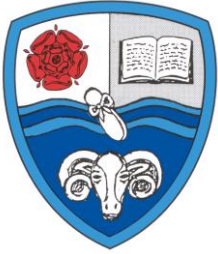
3. Who can you speak to at our school if you think your child may have special educational needs?

- Your child's class teacher being the first point of contact
- Mrs Andrew (SENDSCO)
- Mr Gurman (Head Teacher)

4. How do we know what progress your child is making and how will we keep you informed?

Pupils with SEN are placed on the schools SEN register and will be given an IEP (Individual Educational Plan). Parents are invited into school at least three times throughout the year to review and set new targets. Parents are also informed about their child's progress twice a year, on parent's evenings and three times a year, through written reports. Parents may contact their child's class teacher and/or the SENCO anytime they wish to discuss the progress of their child.

The monitoring criteria include:



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- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Analysis of pupil tracking data for pupils on the SEND register
- Assessment of intervention strategies through provision mapping
- School development plan
- Book scrutiny and lesson observations to ensure all children's needs are met
- A formal report is sent home towards the end of each term. Parents are invited to discuss this with the class teacher

5. How will our school support your child and how will the teaching be adapted to meet their needs?

The class teacher writes IEP's on a termly basis with the support of parents and input from the child. Targets are clearly indicated on the plan and include strategies to support children achieve their targets and who is going to help them with this process. These are evaluated by measuring the progress the child has made.

The class teacher will identify the area of need for children and will develop an intervention that will support the child's learning. This intervention will be assessed by the class teacher and the SENCO and will also be evaluated by measuring the progress the child has made. This will be completed on a termly basis.

Teaching Assistants (TA's) often assist the class teacher in meeting all the children's needs and will provide support on a 1:1 basis or within a small group if necessary. The class teacher and/or SENCO can offer advice and suggest practical ways to help your child.

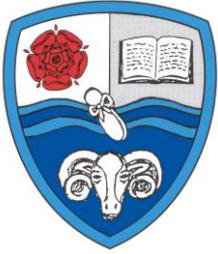
6. How are decisions made about the type and how much support my child will receive?

7.

Where it is decided to provide a pupil with SEND support, parents will be formally notified. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.



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Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

8. How will our school help you to support your child's learning?

The school is committed to working closely with parents to develop closer working relationships with pupils and families. Parents meet regularly with school staff and concerns and successes are shared.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for Individual Educational Plans. Some home activities may be planned. Parents of children with statements/Educational Health Care Plans will also be invited to an annual review, along with relevant support services connected to the child, and is appropriate the pupil themselves.

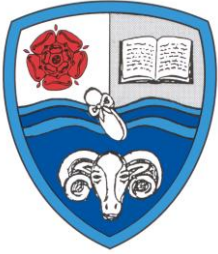
School will track all pupils' attendance and punctuality. Staff will support pupils who have poor attendance and will put strategies in place to ensure that this does not affect the pupil's progress in school.

9. What specialist services and expertise are available or accessible through our school?

We work closely with the following agencies as and when there is a need. Please be aware this list is not exhaustive:

- Specialist teachers from Inclusion Support Services
- Common Assessment Framework professionals (CAF)
- Educational Psychology
- Occupational Therapy
- Counsellors
- Speech and Language Therapy
- Social Services
- School Nurse
- District 14 Inclusion Hub
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Recommendations from external agencies will always be shared with parents.



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10. How are the staff in school supported to work with children with special educational needs and what training do they have?

The SENDCO is currently completing the NPQ SENDCO Award. Staff regularly undergoes training in a number of supportive strategies and approaches. Our training is sourced from a range of Local Authority and independent trainers, as well as in house training. We aim to ensure that we continue to develop expertise according to the needs of the children in our school.

The school has an assigned SEN governor. The SEN governor is responsible for the SENCO and meets with the SENCO on a regular basis. The SENCO will provide an annual SEN report which will be shared with other school governors. This will highlight progress and attainment for all SEN children, funding and an action plan will be put in place for the next academic year.

11. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

St. Mary's is an inclusive school. All possible steps will be taken to ensure your child can take part in clubs and educational school trips. Risk assessments are carried out and procedures put in place to ensure your child can participate.

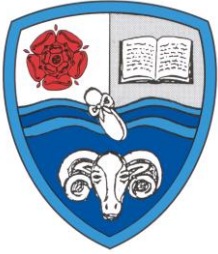
After school clubs are open to all children.

All classes will attend at least one educational visit per year. Year 6 will attend a residential visit during the summer term.

12. How will our school support your child's overall wellbeing?

We see children's emotional health as a priority; school displays a nurturing and caring ethos. Children participate in daily collective worship and are encouraged to join in fully with school life. Class assemblies, after school clubs, whole school competitions and events are available to all children. PSHE is taught weekly and school frequently revisits e-safety and anti-bullying lessons. If we feel that children are struggling emotionally we offer nurturing 1:1 interventions led by Aspire outreach services. Sessions are designed to meet the needs of individual children and are carried out in a relaxed atmosphere where children are encouraged to talk opening about their emotions. We use Burnley Football Club to lead sessions developing children's social, emotional and mental health where children are encouraged to work as a team and develop resilience.

St. Mary's is a Healthy School and sustaining a healthy lifestyle is vital in our learning journey. We have a major focus on sport where children participate in at least two hours of PE a week. Swimming is offered to children in years 5 and 6 and numerous free sports clubs are offered to all children as part of our after school/extra-curricular provision.



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All medication is kept in a locked cupboard in the schools office. Medication is labelled with the child's name, year group and use by date. Parents are encouraged to administer their child's medication but if they are unable to do so school will follow Lancashire County Councils policy on administering medication. Parents will be asked to fill out a form with details of dosage and frequency and will sign authorising for the Head Teacher to administer to their child.

13. How accessible is our school both indoors and outdoors for children with special educational needs?

The school is built on one level and to ensure access for pupils and parents with disabilities the school has ensured that all doorways and entrances are wide enough to accommodate a wheelchair if necessary. There is a disabled parking space available with a ramp down to school level.

There are disabled toilet facilities in the Community Room.

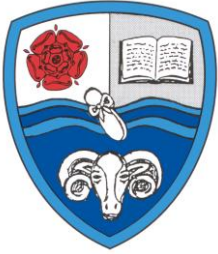
All information is available on the school website in addition to regular newsletters.

On entrance to the school there are pictures of all teaching and non-teaching teaching staff along with their names and areas of responsibility.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Raised writing boards, coloured photocopies and covered overlays are offered to children who may have additional needs.

Interactive white boards are installed in all classes including the school community room and ICT suite. I-pads and laptops are available for pupils with SEN or additional needs in addition to headphones and a variety of audio resources.

We are continually looking at ways to improve accessibility and are able to make adaptations to cater for individual needs. We welcome suggestions for improvements from parents and carers.



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14. How will school prepare and support your child when joining our school and when transferring to a new school?

The transition between primary and secondary school will begin when children are in Year 5. Children are given opportunities to visit Haslingden High School and Alder Grange for a one off taster day. Children will also be given information about dates and times of all Secondary School open evenings if they wish to attend with parents.

The SENDCO will be in contact with the Secondary School SENDCO to discuss any children with SEN to ensure all children receive a smooth transition from Primary to Secondary School

When joining our school at any other time we would encourage an initial visit and provide support where needed for learning our routines and making friends.

15. Who can you contact for further information

At St Mary's

- Mr Neil Gurman (Head Teacher)
- Mrs Natalie Andrew (SENDCO)

The schools Special Needs policy is available on the school website.

Lancashire's Local Offer sets out a range of support and services available to you and your child at <http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The SEND Guide for Parents is available at

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Completed: September 2024