



**The Bishop Wheeler Catholic Academy Trust**  
**ST MARY'S CATHOLIC PRIMARY SCHOOL,**  
**A VOLUNTARY ACADEMY**

**SPECIAL EDUCATIONAL NEEDS Information Report**

***“With Christ at the centre, we show  
Unity, Respect, Joy, Love and Courage.”***

**St Mary's School Mission Statement**

## Contents

1. Aims .....	3
2. Legislation and guidance .....	3
3. Definitions .....	3
4. Roles and responsibilities .....	3
5. SEN information report .....	4
6. Monitoring arrangements .....	9
7. Links with other policies and documents .....	9

---

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

“Our mission is to offer a distinctive Catholic education for every child within a caring Christian community where every individual feels valued, confident and secure. We believe each person is loved by God and is gifted and unique. In partnership, our community creates a challenging, stimulating and positive environment where Christ is at the center of all that we do and is our inspiration.”

We value each individual as gifted and unique and so we aim to provide an environment in which all our children can develop to their full potential.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Mrs Katie Bleasdale [admin@st-marys.n-yorks.sch.uk](mailto:admin@st-marys.n-yorks.sch.uk)

The Acting SENCO is Miss Rose Moule

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

## 4.2 The SEN governor

The SEND Academy Council member is Monica Uden [admin@st-marys.n-yorks.sch.uk](mailto:admin@st-marys.n-yorks.sch.uk)

The SEN Academy Council member will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## 4.3 The headteacher

The Headteacher is Mrs Helen Tomlinson [admin@st-marys.n-yorks.sch.uk](mailto:admin@st-marys.n-yorks.sch.uk)

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

# 5. SEN information report

## 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › 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
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

*Slow progress and low attainment will not automatically mean a pupil is recorded as having a special educational need.*

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving pupils and parents

Where necessary, we will have an early discussion with the pupil and their parents to identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are, and exactly when they will be reviewed

At this meeting school will complete a 'Phase 1' form to collate the gathered information. A copy of this discussion will be added to the pupil's record and given to their parents.

A 'Phase 1' form will be reviewed 6 weeks from its implementation to assess impact and continuing support required.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs and set termly smart targets. This will form an individual 'Support Plan'. This plan will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The Support Plan will be reviewed termly in collaboration with class teacher, parents and pupil.

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. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

St Mary's work closely with local secondary school to provide personalized and purposeful transitions for Y6 pupils moving to secondary school. These transition plans are based on individual needs and created in collaboration with parents and pupils.

Some additional transition activities include:

- › Personal tour of the new school, accompanied by familiar St Mary's staff
- › Secondary 'masterclasses' after the school day at the new school, giving an opportunity to work in the new environment and build relationships with other pupils also transitioning
- › Additional learning sessions in the school day at the new school, accompanied by familiar St Mary's staff
- › Additional 'Taster Day' with other SEND pupils for other local schools to build friendships before September

## 5.6 Our approach to teaching pupils with SEN

All teachers are teachers of SEN. Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following 1:1 and small group interventions:

- › Numicon - Breaking Barriers
- › Numicon - Firm foundations
- › NELI
- › Project X Code (reading comprehension)
- › Reciprocal Reading
- › Read, Write Inc. Phonics
- › Time to Talk
- › Socially Speaking
- › Nurture
- › Sensory Circuits
- › Speed up
- › Write from the Start
- › Lego Therapy

Interventions are delivered in designated intervention time each morning, meaning all children access maths and English lessons with their peers. Where interventions take place on an afternoon, they are capped at 30mins so that pupils still receive access to a full curriculum.

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

A copy of our accessibility plan can be found on the school website <https://www.stmaryscps.org/>

## **5.8 Additional support for learning**

We have 10 teaching assistants who are trained to deliver interventions such as nurture, Lego therapy and sensory circuits.

Teaching assistants will support pupils on a 1:1 basis when a pupil is working on a personalized curriculum. There will also be ample opportunities for these pupils to work independently and collaboratively with peers, unsupported by an adult.

Teaching assistants will support pupils in small groups when delivering interventions, pre-teaching in preparation for a topic and post-teaching to consolidate new learning.

We work with the following agencies to provide support for pupils with SEN:

- › NYCC Hub
- › Compass Phoenix
- › Children's Social Care
- › Catholic Care
- › Young Carers
- › 0-16 Child Health Services
- › Speech and Language Therapy department
- › Traveller Education team

## **5.9 Expertise and training of staff**

Our SENCO has 5 years experience in this role and has worked as a primary school teacher for 12 years.

Our Acting Senco has been a primary school teacher for 9 years.

They are allocated half a day a week to manage SEN provision.

We have a team of 10 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

## **5.10 Securing equipment and facilities**

Where a pupil's need require additional equipment and facilities e.g. hoist, writing slope, access to hygiene suite, wobble cushion, fidget toy these will be sourced and purchased using either the pupil's additional needs funding or provided by the local authority.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions after a maximum of 12 weeks
- › Using pupil voice questionnaires
- › Monitoring by the SENCO
- › Using provision maps to measure progress

- › Holding annual reviews for pupils with EHC plans

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Kingswood and Robinwood

All pupils are encouraged to take part in all enrichment activities e.g. sports day, school plays, school trips e.t.c

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- › Arrangements for the admission of disabled pupils
  - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- › St Mary's ensures that disabled pupils are not treated less favourably than other pupils
- › St Mary's is fully wheelchair accessible, and has a hygiene suite

More information can be found on the school accessibility plan: <https://www.stmaryscps.org/>

## **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEN are included in classroom activities with their peers as much as possible to allow them to build and develop friendships with peers
- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to be part of all extra-curricular clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

## **5.14 Working with other agencies**

Where necessary, school accesses additional support for SEN pupils from the North Yorkshire Inclusive Education Service Hub (NYCC IES Hub). This advice will be sought in consultation with parents and other professional supporting the child.

School may also contact Compass Phoenix for social and emotional advice for pupils. This included outreach work as well as resources available for school to support children.

Medical services at Harrogate District Hospital are sought for provision such as speech and language and occupational therapy.

## **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services



› Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

Parents of pupils with SEN can access free, impartial advice and support from SENDIASS:  
<https://sendiassnorthyorkshire.co.uk/>

### **5.17 The local authority local offer**

Our contribution to the local offer is published on our school website: <https://www.stmaryscps.org/>

Our local authority's local offer is published here: <https://www.northyorks.gov.uk/send-local-offer>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Mrs Bleasdale **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Academy Council.