



# St Mary's Catholic Primary School

## SEND Information Report 2024-2025

At St. Mary's, we ensure that all children are able to access the curriculum and make the maximum progress they are capable of achieving whatever their area or level of need.

We are an inclusive school that identifies and celebrates the strengths and achievements of all pupils including those with disabilities. Children with disabilities are fully included in their class, with reasonable steps taken to ensure they can physically, socially and emotionally access all areas of the curriculum and are seen as a valued member of their class by both their teachers and peers.

### **Mission Statement**

St Mary's School endeavours to give all children the best educational opportunities within a Catholic Christian Community that values the individual, recognises the worth of each person and welcomes everyone.

### **Values and beliefs**

At St Mary's School we believe that every child is a gift from God, made in his image and likeness and therefore entitled to be valued and respected as a unique individual. Through partnership with parents, working together in a mutually supportive relationship, the school aims to make this mission statement our goal. Equalities Statement/Principles St Mary's Catholic Primary School acknowledges the Equality Act (2010) and the Public Sector Equality Duty (2011). We understand our duty to every member of the school community to ensure they feel, safe, secure, valued and of equal worth.

At St Mary's Catholic Primary School, equality is a key principle for treating all with respect and dignity and exercising our duty in relation to the nine protected characteristics. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

We work closely with parents and pupils to ensure the best help is given and we follow a child centred approach; for example, we hold Pupil Perception interviews where children with SEND are asked how they feel about the help that is given to them and what helps them best with their learning; we also involve them as much as possible with their education using the One Page Profile and the Graduated Approach Plan (APDR)

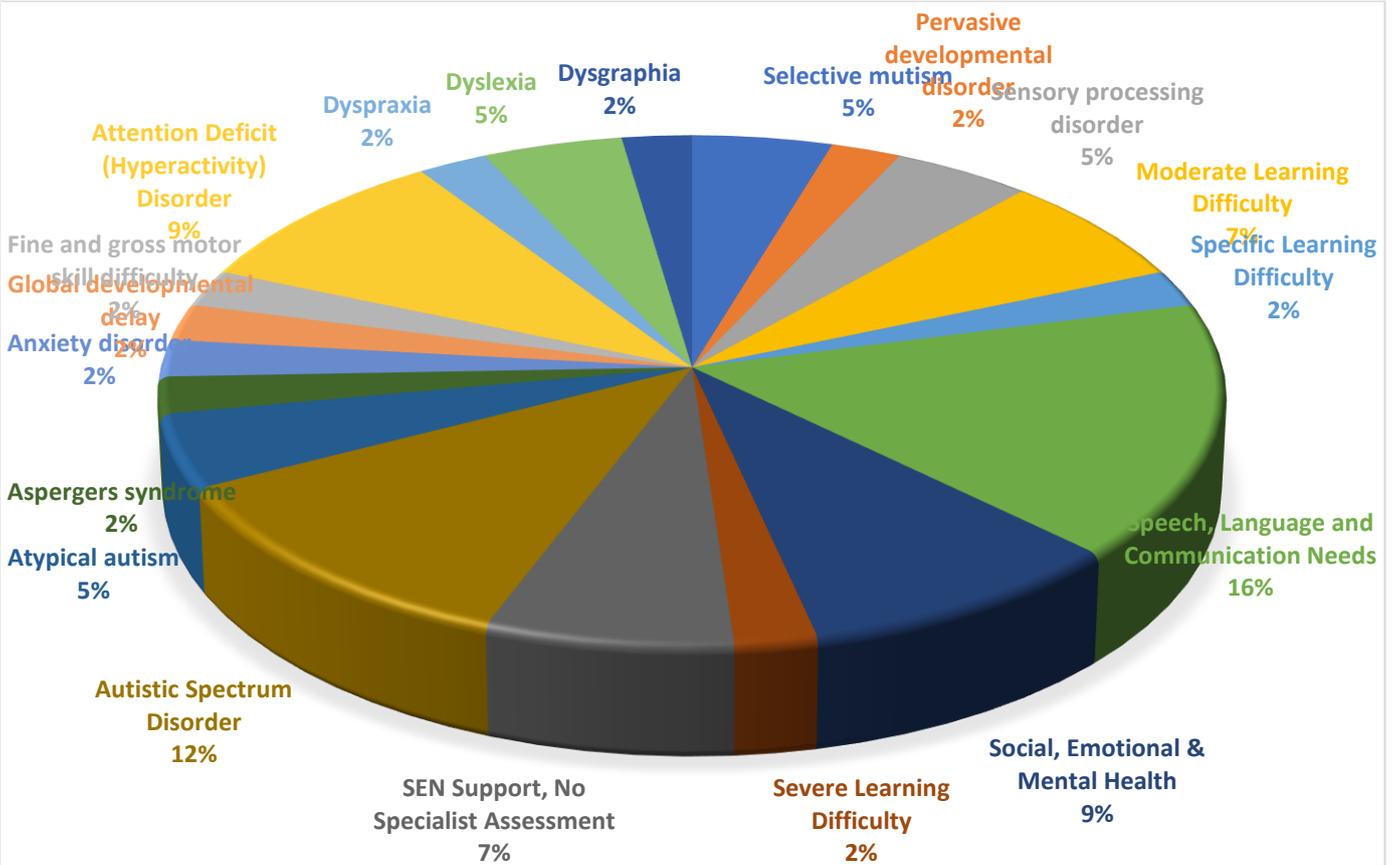
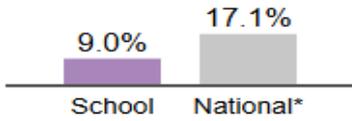
**The aim of this document is to provide clear, comprehensive and accessible information about the provision available at St Mary's Catholic Primary School.**

**'LIVING AND LEARNING THROUGH FAITH'**

## The Kinds of Special Educational Needs for which provision is made at St Marys Catholic Primary School.

Pupils with SEND

	# Pupils	% Pupils	National*
SEN Support	15	7.1%	14.1%
EHC Plan	4	1.9%	3.0%



The above data only gives the percentage of children within each primary need and it should be noted that children may have a secondary need which is not represented in this data.

## Suffolk Local Offer

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. You can access the local offer by clicking on the link below.

- [Suffolk Local Offer](#)

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

### 2024-2026

This policy has been written in line with the 'SEND Code of Practice' (DFES, 2015); 'Safeguarding Disabled Children and Young People Practice Guidance 2017' and 'Threshold Guidance for Children with a Disability'.

The SEND Code of Practice can be found on the Department for Education's website at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our Policy can be accessed here:-

<https://www.stmaryscatholicprimaryipswich.com/site/data/files/policies/1CFF9CBBCA6B16A5C1E9741DB753E375.pdf>

### Admission arrangements for disabled pupils

In accordance with Section 69 of the Children and Families Act 2014 the arrangements for the admission of disabled pupils are stated in our School Accessibility Plan

- [Accessibility Plan](#)

## SAFEGUARDING POLICY

The governing body/proprietor<sup>1</sup> recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE), Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by Suffolk Safeguarding Partnership Board. This policy will be reviewed annually, as a minimum, and will be made available publicly via the school website or on request.

Our Policy can be accessed here:-

<https://www.stmaryscatholicprimaryipswich.com/site/data/files/policies/622F8F337A09BC294B417799132DEAE5.pdf>

## COMPLAINTS

If there are any complaints related to the provision for pupils with SEND, they will initially be addressed by the SENDCo or Headteacher, following the St. Mary's Complaints Policy outlined below. If the issue remains unresolved, the Chair of Governors may be involved as necessary. Should the complaint still not be resolved after this, it may be referred to the Local Authority for further involvement as part of the Local Offer detailed above.

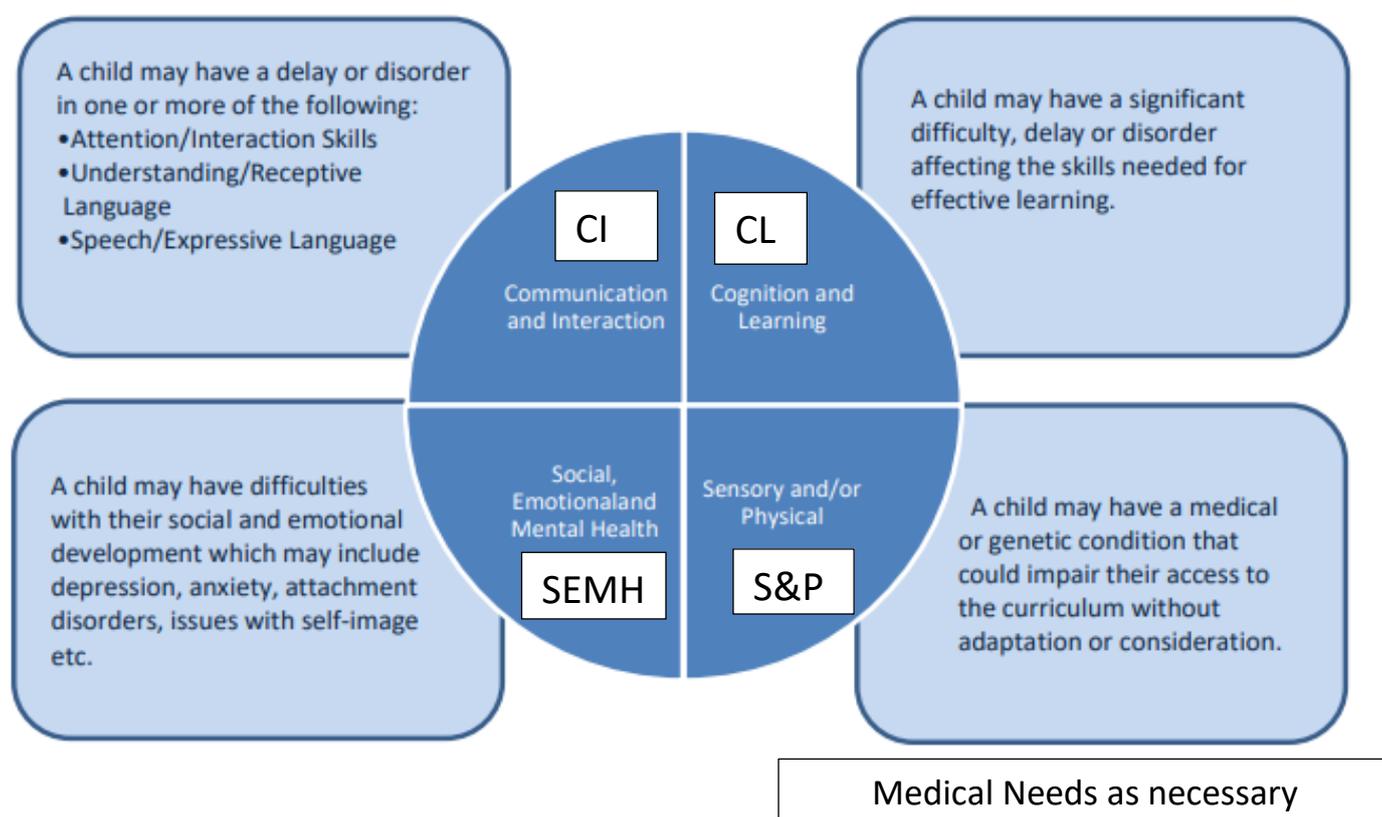
A copy of the school complaints policy can be found here:-

<https://www.stmaryscatholicprimaryipswich.com/site/data/files/policies/C335846760B9696F21B51ED459A46038.pdf>

## What should I do if I think my child may have Special Educational Needs?

First of all speak to the class teacher about any concerns you have. We have an open door policy and you can arrange to see your child's class teacher at a mutually convenient time. If you require any more information or help you can contact the SENDCo Mr Bentley or the Head Teacher / Acting Head of School.

## How does St Mary's know/identify if a child needs extra help?



Children may be identified in a variety of ways including:

- Pupil Self concern
- Liaison with previous school/playgroup
- Child performing below age related expectations
- Concerns raised by parent
- Through termly pupil progress meetings held between the teacher and the Senior Leadership Team including the SENDCo.
- Concerns raised by the teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through a doctor or paediatrician

As a school we measure progress in learning against National and age related expectations. The class teacher continuously assesses each child and notes where they are improving and where further help is needed. As a school we track progress on entry from Reception class through to Year 6.

Children who are not making progress or who are experiencing difficulties are picked up at our termly pupil progress meetings which are all attended by Senior Leaders, Key Stage Leaders, Class Teacher and the SENDCo and ways of supporting them to overcome barriers to learning are discussed and minuted.

## **How will St Marys support my child with SEND?**

Our SENDCo will closely monitor all provision and progress of any child using the graduated approach (assess, plan, do, review) requiring extra support across the school. The class teacher will oversee, plan and work with each child with SEND in their class and to make sure progress is made in every area. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

We also hold termly SEND Drop-In sessions hosted by the SEND Governor Maureen Haaker and SENDCo to support with any concerns and to signpost to outside agencies as needed.

The SENDCo also makes himself available to teaching staff through SEND surgeries so that any concerns regarding a child in their class can be discussed and through collaborative working a plan can be mapped out together.

## **How will the curriculum be pitched to my child's needs?**

All work is pitched to be ambitious and challenge the children. Typically this means that work may be adapted and may be more individualised for children who need extra support. We however don't pre-determine a child's level of ability by adapting down, we aim to scaffold up. This means that all children have access to the full curriculum and make progress at their own level. Our lessons are planned and structured through 6 phases Connect, Explain, Example, Attempt, Apply and Challenge. This allows staff to consider what adaptation a child in their class may need and plan accordingly. Children with SEND then access the same learning alongside their peers in class.

## **How do we know if the support or strategies used are helping?**

We use an Individual SEND Pupil Profile at St Mary's to identify strengths and areas for development in your child. These also list the strategies, equipment and people involved in helping your child overcome barriers to learning. They are devised in consultation with parents, teachers and the child. A separate Graduated Approach Plan (APDR) is written which includes a set of targets which are broken down into achievable and measurable steps. These enable us to have a picture of the whole child and parents / carers assist us in developing a person centred approach. They are reviewed at termly meetings with the parents, the child and the class teacher. All children who are on the special needs register have a book in class which maps how they are progressing towards termly targets. These are shared with parents/carers during half-termly phone calls home and end of term review meetings.

Teachers are required to complete a termly provision map for their class which is reviewed by the SENDCo and teaching and support staff record details of any additional intervention, using our current platform Insight. This informs whole school provision and enables us to monitor and review interventions effectively. Your child may move off the SEN register if the support has enabled them to catch up and work at national level expectations. We check understanding of content taught by using low stakes quizzes, pupil book scrutiny and pupil voice.

## **How will my child be able to contribute his/her views?**

Your child is invited to attend the termly meetings with parents/carers and contribute their views. The SEND Pupil Profile gives them a chance to record the things they like and are good at as well as agree to the targets. This enables them to celebrate achievements and strengths as well as to have ownership of the targets they need to meet in order to make progress.

If your child has an Educational Health and Care Plan (EHCP) they can attend the annual review and give their views. If they do not wish to attend the meeting their views are sought in advance and presented to those present at the meeting.

We also carry out an annual questionnaire for SEND pupils to gain pupil voice. These questionnaires also include a safeguarding question.

## **What support is there for my child's overall well-being?**

We at St Mary's take your child's well-being seriously. We are an inclusive school who incorporate Christian values into the day-to-day running of the school. We understand that high self-esteem and positive well-being are vital for your child's happiness and progress. Teachers aim to foster a caring and understanding environment within the class and treat all pupils with respect. Children are encouraged, from Reception, to tell other children if they do not like a behaviour and are taught the skills to manage conflict. The children also cover aspects of Mental Health and Well-Being as part of PSHE. The class teacher has overall responsibility for the pastoral and social care of every child in their class and should be contacted if a parent has concerns about their child's well-being. Further support can also be obtained from the SENDCo who may contact outside agencies such as Social Services, Wellbeing hub, School nursing team or the Local Authority Specialist Education Services Service (SES) for advice.

## **What if my child has specific medical need?**

- If a pupil has a specific medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers.
- These Care Plans are discussed with all staff who are directly involved with the pupil.
- If an EpiPen is required training will be delivered by the school nursing team.
- If medicine is required, parents/carers must come to the school to administer the medicine to the child directly, staff will not be able to do this for you.
- All staff have basic First Aid training and staff in Early Years are also paediatric First Aid trained.
- The SENDCo has the overall responsibility for ensuring that all medical needs are met and any adaptations / specialist equipment required is provided.

## **Who are the other people providing services to children with SEND at St Mary's?**

As a school we work closely with outside agencies who offer support and advice on Special Educational Needs. We have access to Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Education Service (SES) who support children with Autistic Spectrum Disorder and/or children with behavioural needs, Dyslexia Outreach Service, Child and Mental Health Services and Social Services.

Within the school we have two teaching assistants who have trained as Emotional Literacy Support Assistants, two who are trained as drawing and talking practitioners and two who are able to offer sensory circuit programmes.

## **How are staff helped to work with children with SEND and what training do they receive?**

The SENDCo has the National SENDCo award and is a member of The British Psychological Society. He holds Qualified Teacher Status and a Post Graduate Certificate in Educational Enquiry into support children at KS3 & KS4 with Autism.

Several TA's are trained feelings facilitators and all are also able to assess and deliver Rapid Phonics/Reading programmes. Five members of staff are trained in Level 1 Makaton. The majority of teachers have received Dyslexia, ASD, Attachment, Trauma Informed Practice and Positive Handling Training.

The school development plan identifies staff training needs in relation to SEND and training on various interventions, approaches and strategies takes place at staff meetings.

## **What are the Governor's responsibilities?**

Maureen Haaker is our SEND Governor and they can be contacted through the admin office.

[admin@st-marys-ipswich.suffolk.sch.uk](mailto:admin@st-marys-ipswich.suffolk.sch.uk)

Maureen Hakker has regular meetings with the SENDCo where current concerns, changes and priorities are discussed.

## **How is St Mary's accessible to children with SEND?**

- The building is accessible to children with physical disability via ramps where needed.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Breakfast and After school clubs are accessible to all children including those with SEND.
- School trips, including residential trips such as PGL are accessible for children with SEND
- Risk assessments are carried out prior to school trips to ensure everyone's health and safety. In the unlikely event and after all possibility of reasonable adjustments have been considered, that it is deemed unsafe to include a child on a school visit alternative arrangements will be made to provide for them on the school premises.
- Our accessibility plan is regularly reviewed by our Trust Lead SENDCo and the SENDCo at school level.

## **How will St Mary's support your child as they leave this school or move to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

### **If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

## **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All SEND Pupil Profiles will be shared with the new teacher.
- Children will have an induction visit to their new class teacher at the end of the summer term.
- You will be offered a meeting with the new teacher at the beginning of the new academic year.

## **In Year 6:**

- The SENDCo from St Mary's will liaise with your child's secondary school to discuss the specific needs of your child with the SENDCo there. If necessary a series of individual additional visits are sometime arranged in order to facilitate a smooth and stress free transition process.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

## **How are resources matched and allocated to children's special educational needs?**

We ensure that the needs of children with SEND are met to the best of the schools ability with the funds and access to expertise available. Our Teaching Assistants are used to supply individual / group support and deliver individual / group interventions as fit to meet the best needs of all children. A child with SEND is not automatically entitled to receive 1:1 support in class.

## **How is the decision made about how much and the type of support my child will receive?**

The class teacher with advice from the SENDCo will discuss with you the amount and type of support which will best meet your child's needs. Different children need different levels of support at different times to bridge progress gaps and therefore support is continually monitored. Review meetings can be used to discuss any changes to provision and you will be kept informed.

## **What support is there for improving behaviour, and avoiding exclusion?**

We have a clear positive behaviour policy which rewards desired behaviour. Each class has a set of rules which are clear and set out the behaviour which is expected. Anyone who finds it difficult to manage their behaviour is dealt with sensitively and any triggers identified. An Individual and bespoke Behaviour Plan is used to boost self-esteem and identify the positive aspects. Behaviour targets are agreed with the child and these go on the pupil profile and can be monitored. Any incidents are dealt with and the child is given an opportunity to reflect on their behaviour and given strategies to manage it in future.

## **What should you do if you feel the local offer is not being delivered or is not meeting your child's needs?**

First speak to your child's teacher and share your concerns, and following this you may need to speak to Mr Bentley the SENDCo, and or Head teachers Mrs Berry or Mrs Measham.

You may also wish to contact SENDIASS (parents' support line) or the SEN team at Suffolk County Council. <https://suffolksendiass.co.uk/>

## **What should I do if I wish to complain?**

If you wish to complain about SEND provision at St Mary's, please seek advice from the Head teacher. A copy of the complaints procedure is available using the hyperlink at the front of this document.

## **Who should I contact if I am considering whether my child should join St Marys?**

Contact the school Admin office to arrange to meet the Head teachers of School Mrs Measham or Mrs Berry or the SENDCo Mr Bentley who would willingly discuss how the school could meet your child's needs.

## **Education, Health and Care Plans**

An Education, Health and Care Plan (EHCP) details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. This is drawn up by the local authority after an EHC Needs Assessment of the child or young person has determined that an EHCP is necessary, and after consultation with relevant partner agencies. For pupils with an EHCP, provision will be in line with the recommendations on the EHCP, and they too will have an individual pupil profile.

## **Request for an Education, Health and Care Plan needs assessment**

The school will request an EHC Needs Assessment from the local authority when, despite an individualised programme of sustained intervention within SEN Support, the pupil need remains a significant cause for concern. An EHC Needs Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past One Page Profiles and Graduated Response Plans.
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum progress data
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

An EHCP will normally be provided where, after an EHC Needs Assessment, the local authority considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for an EHC Needs Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Action Plan

- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

EHCPs must be reviewed annually. The SENDCo will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist if required
- Any other person the SENDCo or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year
- Whether the school remains appropriate for the child.

At Key Stage Phase Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

**NOTE: - This document was last reviewed and amended, where necessary, September 2023 in consultation with a small group of parental stakeholders and has since been re-revised following Trust and Local SENDCo review. December 2024.**