**SEND Information Report**

**July 2022**

This report sets out information about our provision for children with special educational needs (SEND). This report is updated annually.

**About our school**

St Mary’s Catholic Primary School provides for children with a wide range of Special Educational Needs and Disability (SEND) including those with:

* **Communication and Interaction Needs -** This includes children who have speech, language and communication difficulties and autistic spectrum conditions.
* **Cognition and Learning Needs -** This includes children who have learning difficulties and specific learning difficulties like dyslexia, developmental coordination disorder and dyscalculia.
* **Social, Emotional and Mental Health Needs -** This includes children who have anxiety, or Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD).
* **Sensory and/or Physical Needs -** This includes children who have visual or hearing needs and/or a physical disability that affects their learning.

Our Special Educational Needs Co-ordinator (SENCo) is **Mrs Karen Driver** and governor with responsibility for SEN is **Mrs Elspeth Morgan**. They can be contacted through the office phone: 01869 252035 or Email: [office.3824@st-mary-bicester.oxon.sch.uk](mailto:office.3824@st-mary-bicester.oxon.sch.uk).

Our SEND policy can be found on the school website:



Our school uses Oxfordshire County Council’s guidance to support the identification of children with special needs:

 

The guidance sets out:

* How we identify if a child or young person has a special educational need
* How we assess children and plan for their special educational needs and how we adapt our teaching
* Ways in which we can adapt our school environment to meet each child’s needs
* How we review progress, agree outcomes and involve you and your child in this

**How do we work with parents, children and young people?**

We will always contact parents if we have a concern that a child may have a special educational need. We work closely with children with SEND and their parents to agree outcomes and how we will work towards these and then to review progress. We do this by:

* Pupil Profile review meetings (three times a year)
* Using home/school communication books as necessary
* Keeping in regular contact
* Annual review meetings for children with Educational, Health and Care Plans (EHCP)
* Early Help Assessment (EHA) for families that require extra support
* Team Around the Family (TAF), these are usually every 6 weeks and followed by an initial EHA meeting
* Child In Need or Child Protection Meetings

**Adapting the curriculum**

We offer a broad and balanced curriculum for all children including those with SEND. We are an inclusive school who make adaptations for children with SEN and disabilities to ensure they are included. The teachers at St Mary’s Catholic Primary School differentiate the curriculum by adapting the lesson to make sure all children have challenging work at their level. We aim to deliver quality first teaching. There are teaching assistants in each class to support the teaching and learning of all pupils.

Specific support for pupils with SEND varies for each individual child but could include:

* Detailed, diagnostic assessments to identify what each pupil needs to learn
* Individual and specialist support for pupils with high level needs
* Computer based programmes such Communication in Print, Nessy, Time Table Rock Stars, Spelling Shed and Clicker
* Support through an individually tailored programme for pupils with significant reading and/or spelling difficulties or dyslexia
* Language and Social Interaction Programmes such as; Spirals and Time to Talk
* Emotional Literacy to support development of social interaction and communication skills on a 1:1 level
* Sensory Circuits to develop children with gross motor, coordination and cognition skills
* Social Stories to support understanding and positive behaviour
* Pictorial representation to support children in the daily structure of the school day e.g. visual timetables, now and next boards
* Write from the Start, Nelson’s Handwriting Progression Books and Finger GYM resources to support children with their fine motor development
* Speech and Language Therapy to support communication
* Clear Sky Play Therapy to support social, emotional and mental health
* Promoting Social, Emotional & Mental Health Projects such as ‘Make Me Smile’ for Year 6 and Year 3 children
* The Zones of Regulation and The Incredible 5 Point Scale are designed to support children with their emotional regulation
* Lego Therapy this supports communication, social skills and fine motor development
* P.A.T Phonics and Sound Reading System Programmes to support reading and spelling
* Transition to Secondary or transition between class support – this is tailored to the individual child, school visits are made where needed

**What expertise can we offer?**

Karen Driver has been in post since September 2018 and has taught in special schools through her teaching career. Our Head Teacher along with the SENCo and Deputy Head Teacher, are also responsible for staff training and implementation of Safeguarding and Child Protection. Karen Driver regularly attends Local Authority Inclusion Briefings as part of the Bicester Partnership of SENCos.

All teachers and teaching assistants continually develop their practice and work closely with the SENCo to ensure pupils receive appropriate support. Teaching Assistants are trained to support the particular needs of the children they work with, and have opportunities to develop their role.

We also have a range of specialist support services:

* Educational Psychology
* SENSS Communication & Interaction Team
* SENSS Speech & Language Team
* SENSS Hearing Impaired Team
* SENSS Occupational Therapy Team
* SENSS Physiotherapy Team
* Child and Adolescent Mental Health Service (CAMHS)
* Mental Health Support Team (MHST)
* Bicester Family Solutions – Social Care
* Clear Sky Play Therapy
* Oxfordshire Autistic Outreach Team
* Locality Community Support Service (LCSS)
* Educational Behaviour Support Team
* School Nurse Team
* Community Paediatric Team (John Radcliffe Hospital)
* Early Years SEN Team
* Children’s Disability Team

We always discuss the involvement of specialist SEN services with parents first. We also work with other services and organisations that are involved with a family, with the family’s permission.

**How do we know if SEND provision is effective?**

The progression of all children is tracked each term by the class teacher against age related expectations (the progress your child is making compared to other children the same age.) In addition, for children with SEND we regularly review progress towards agreed outcomes with parents through individual Pupil Profiles. SEND provision is also included in the school’s annual monitoring cycle through lesson observations, monitoring the quality of Pupil Profiles and observations of intervention groups.

**How are children and young people with SEND helped to access activities outside of the classroom?**

Our interventions for individual children and small groups of children may take place within the class or in an environment outside the class. When we implement interventions we assess how successful they have been by comparing entry and exit data and use that information to decide how to utilise them in future. We regularly review our provision map to ensure that interventions we offer are effect.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the family information directory. [Link for Family Directory](https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page)

**What do we do to support the wellbeing of children with SEND?**

All children have the opportunity to share their views through their school council representatives, with their teacher, during their class discussions and meetings.

We listen to the views of children/young people with SEN through circle time, individual discussions/mentoring sessions, Educational, Health and Care Plan (EHCP) reviews, Early Help Assessments and any Social Care plans.

We take bullying very seriously. We help to prevent bullying of pupils with SEND by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability. As part of our whole school PSHE programme we have anti bullying lessons with themed activities and assemblies.

If a child reports any bullying, staff will take the matter seriously, and will talk to all involved. We will monitor the situation to ensure it is stopped straight away. If a parent feels their child is being bullied they must report it to the class teacher immediately, we will then investigate and report back an actions we have taken.

**Joining the school and moving on**

We encourage all new children to visit the school before starting. For children with SEND, where possible, we have planned transition meetings with the previous school to ensure that we are well prepared to meet the additional needs of the child starting school. Where possible, we would plan staff transition visits with key members of staff to see the child in their current setting as well as visiting and spending time in our school.

We begin to prepare young people for transition into Year 6 by liaising with secondary school SENCo and pastoral teams. Sometimes extra visits are required, these are planned by school. In some circumstances children may require a short transition program offered by the SENSS Communication & Interaction team.

**Who to contact**

All new pupils are invited for transition visits and induction sessions with the opportunity to talk to the class teacher and meet other pupils. If there are specific SEND needs these can be shared with the teacher and SENCo and any additional support can be arranged. We make sure we have all school records and have spoken to the previous school if appropriate. At the end of the school year all information is shared with the next class teacher, pupil profiles and any significant information is passed on.

If you are concerned about your child please contact their teacher in the first instance. Class Teachers know your child better than any other member of staff. Parents can talk to them at the end of the day, email or phone the office to ask to be contacted. If further actions is required the class teachers may seek further advice or invite the SENCo to a meeting to better understand the needs of the child and plan their support. Our SENCo can always be contacted if you need to discuss your child’s needs individually.

If you’d like to give us any feedback about SEN provision you can email the school office for the attention of the SENCo and ask for an appointment.

For impartial advice you can ask SENDIASS. You can contact them by clicking on the link: [Link for Sendiass](https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiass-oxfordshire?utm_source=FURL-1&utm_medium=sendiass&utm_term=MR&utm_campaign=sendiass)

Please visit the local Offer, for more information regarding SEN Provision in Oxfordshire:

[Link to Oxfordshire Local Offer](https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer)