

Saint Mary's RC Primary Academy Boston



Special Educational Needs and Disabilities Information Report

Mission Statement

We love, we learn, we grow; walking with faith in the light of the Lord.

Rights Respecting Articles

The school supports the aims of the UNICEF charter on Rights and Responsibilities of the child with respect to education. In Articles 28 and 29 of the charter it states that all children have a right to an education but with this comes the responsibility to make the most of that education and to ensure that others are able to make the most of their education also.

Article 3

The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this convention, so that you can live a full life.

Article 28

All children have the right to a good primary education, which should be free.

Introduction

We believe that all pupils have a right to access and enjoy the full curriculum; however, we recognise that some pupils need additional support in order to make good progress in their learning. For some pupils, this might be short term or temporary, for others this may be long term or permanent. We consider each pupil's needs individually and any adaptations are made in order to best support their specific learning needs. Sometimes this might mean working with other agencies in order to effectively support both the pastoral and educational needs of these pupils.

We understand that it can be very worrying as a parent or carer, when you think that your child may be experiencing difficulties in school. As a staff, we are committed to working with you, as a family, in order to help your child to make the best possible progress they can, and to overcome any difficulties they may be experiencing.

Our SEND team consists of Mrs Gleed-Thornley (Headteacher) and Mrs Brader (SENDCo) either one of whom would be happy to discuss your concerns with you. We are contactable via the school office, by telephone on 01205 362092 or via email: SEND@bostonstmarys.co.uk.

To further help you understand the support we are able to offer you and your child, we hope the following information will be useful.

Aims

Saint Mary's aim to provide a high standard of teaching and learning opportunities for all of its pupils whilst ensuring excellence and enjoyment for all. We believe that early intervention is vital to helping every pupil achieve the highest degree of English, Mathematical and Scientific skill that is commensurate with their individual potential. The Roman Catholic ethos of the school gives recognition to the needs of the whole child receiving their education within a Christian community, inspired by Gospel values and Catholic tradition. Our staff look for opportunities across the curriculum to deepen pupils' sense of wonder, awe and delight in God's creation. We see ourselves as having a duty to develop the intellectual, physical and spiritual potential of every child entrusted to us.

In line with all schools, we aim to provide all pupils with access to a broad and balanced curriculum, regardless of race, gender or ability. Staff at the school work closely with parents/carers, its Governing Body and external agencies to provide the very best opportunities for its pupils to reach their full potential and become well rounded individuals who recognise their own self worth and the importance of others as unique individuals.

What should I do if I think that my child has Special Educational Needs?

If you have any concerns at all about your child you should, in the **first instance**, contact your **child's class teacher to arrange a meeting**. The class teacher will listen to your concerns and will explain to you how our SEND process works within school.

Our SEND Policy (available on-line via the school website) explains clearly the processes and protocols that we follow in identifying and meeting the needs of pupils who are having difficulty in accessing the curriculum. It outlines the support that may be offered in helping to meet these needs, and details how we ensure that parents/carers are kept informed of their child's progress. In addition, our Medical Needs Policy and Equality and Diversity Policy give further information on how we are able to meet the needs of children with additional needs.

What will Saint Mary's do to support my child?

Having listened to your concerns, it may be decided that your child's needs can best be met by the class teacher making slight adaptations or additions to the regular curriculum through their Quality First Teaching, this is known as reasonable adjustments.

Where it is identified that there is a significant difficulty, or greater need for support, the class teacher will approach the SEND Team for further advice. Together, your child's class teacher, a member of the SEND Team and you, will decide on any additional monitoring, support or provision which will better enable your child to reach their full potential. The nature of support offered will be recorded and outcomes monitored. At this point your child will, with your consent, be placed on the monitoring list or added to our SEND register.

In the event that your child is identified as having Special Educational Needs, Your child's class teacher will:

- Work with you and your child to draw up an Individual Educational Plan (IEP) with specific learning outcomes and targets, which will help them to make progress in line with their individual needs.
- Ensure that individual targets are used as a basis for planning.
- Adapt activities to match your child's needs.
- Carry out the recommendations of external agencies.
- Assess your child in accordance with Saint Mary's assessment procedures.
- Discuss ways that you can help and support your child at home.

The SEND Team will:

- Provide support for staff in the setting of individualised learning targets.
- Monitor and review your child's support and progress.
- Liaise with parents/carers and outside agencies.
- Monitor in-class support and advise staff on intervention programs.
- Support individuals and intervention groups, as necessary.
- Ensure adequate provision is made to meet the needs of pupils with an EHC plan.
- Arrange and chair EHC review meetings annually (as required).
- Arrange for the involvement of outside agencies (as required).

A Learning Support Assistant (LSA) may support your child (either in a group or individually) by:

- Encouraging and prompting your child's independence.
- Helping to support your child in achieving their individual targets.
- Facilitating your child's access to the curriculum.
- Run predetermined teaching programmes.

What additional support might be provided?

Additional, individual provision may be made depending on your child's specific learning needs. Such provision is recorded termly, and is closely monitored by the SENDCo. It is widely recognised that if an intervention has had no positive impact within the first 12 weeks of its implementation, then it is unlikely to do so in the future. With this in mind, progress is regularly measured to ensure that the provision is right for that individual.

Some of the interventions currently offered by the school include:

Name of Intervention(s)	Description	Reason for Use
Beat Dyslexia Programme Morph Mastery Spelling	Develops visual and auditory discrimination skills. Supports a need of a multi sensory approach to reading and spelling.	English Development
Phonics Blending RWI Education City Sound Linkage	Supports phonics development reading and writing.	English Development
Auditory Memory Skills	Support memory skill difficulties	English Development
RWI Fast Track Phonics	Develop knowledge of sounds and blending	English Development
First Call Derbyshire Language Scheme Wellcomm	Programmes to support development of early speech and language.	Speech and Language programme
Say and Do Language Development RWI Fast Track Phonics	Further programmes to reinforce early reading/writing skills.	English Development Language development
Spelling Made Easy Toe by Toe RWI Fast Track Phonics	Focus on phonic families segmenting words. A multi sensory approach.	English Development
Variety of Maths games and puzzles	Programme to support learning where children find numeracy difficult beyond the usual class differentiated grouping.	Maths Development
Maths support	Support specific elements of maths teaching i.e reasoning, calculations	Maths Development
Write from the Start Easy type	Letter and word formation.	Physical Development
Alphabet Arc Activities Chatter box Story boards Colourful Semantics	All activities to develop Speaking and Listening Skills, talk to write, and developing basic sentence structure.	English Development Language Development
First Move	Motor skills programme supporting gross and fine motor skills	Physical Development

Reading Comprehension Guided reading support Paired reading	Develops comprehension and the use of inference.	English Development
Precision Teaching	Practising of given words/ sounds/ maths to develops accuracy and overlearning.	English Development Maths Development
Sentence writing group Colourful Semantics	Focus on basic sentence structure.	English Development
Times Tables Hit the button Times Table Rock Starts	Times tables recall activities.	Maths Development

How does the school monitor my child's progress?

At Saint Mary's we ensure that each pupil achieves their full potential in all areas of the curriculum by continually monitoring their progress, and adapting our teaching to meet their needs. We assess pupils more formally at the end of each full term, and accurate records are updated and maintained for all pupils in order to build an overview of their academic progress over the course of each academic year.

Where a pupil is experiencing difficulties, or when there are concerns about their progress, the class teacher will carefully monitor their learning, using the Assess, Plan, Do, Review model and will put in additional support where necessary. (This cycle is explained more fully in the SEND Policy)

Where a pupil is participating in an intervention programme, their progress within the programme is monitored termly, and their continuation in that particular programme for the next term is based upon this being positive.

How will I know how well my child is doing?

If your child is placed on the SEND register, their class teacher will regularly update you on their progress and will involve you in any discussions about changes being made to their provision. If they have an IEP then this will be reviewed, with you 3x a year, and new targets will be set.

In the event that it is not possible for you to attend a review meeting arranged by the class teacher, they will contact you via telephone to discuss progress, and a copy of the review paperwork, along with a new IEP, will be sent home with your child for you to discuss and sign at home. A copy of this will need to be signed and returned to the school office as soon as possible.

Which Outside Agencies might work with my child?

Sometimes we are unable to meet the needs of a pupil on our own within school. In these cases, ensuring the right provision for your child may also mean contacting external agencies for more specialist advice or support.

Currently, Saint Mary's utilise the outside support of the following agencies:

- Specialist Teacher from the Specialist Teacher Service (STT)
- Sensory Impaired Service
- Speech and Language Therapist (SALT)
- ECLIPS
- Working Together Team (WTT)
- Physiotherapist
- Occupational Therapist
- Social Services
- CAMHS
- Healthy Minds
- Mental Health Support Team
- EMTET
- Ophthalmology
- Behaviour Outreach Support Service (BOSS)
- Spurgeons – support for young carers

- Community Paediatricians
- Educational Psychologist

Parental consent is required for any agency involvement. You will be informed and updated of any assessments or visits and the outcomes.

How accessible is the school environment?

At Saint Mary's, we are very proud of our bright and airy environment and our friendly welcoming ethos. The school is housed in a single storey, modern building. Access to the building, including all the classrooms, and the grounds is wheelchair friendly and we have a ramp located at the main entrance to school and into the EYFS and Key Stage 1 areas. We also have three disabled toilet.

All fire door steps are finished with a yellow road marking paint to indicate where to step down into the playground.

In each of our classrooms, there is computer access and an interactive whiteboard. In addition, the school have class sets of iPads, which are regularly in use to support access to the curriculum.

For Parents/Carers whose first language is not English, our school website has the option to translate into a number of more common languages. Staff are pro-active in supporting any needs of our parents/carers. We have two Learning Support Assistants (LSA); of whom support school in providing translation support for EAL parents/carers and pupils. For those parents/carers that we are not able to communicate verbally a translation app is used on an iPad or google translate.

How will my child be included in activities outside the classroom, including educational visits?

Saint Mary's prides itself on having an extensive range of extra-curricular clubs. We look carefully at pupil's requests and individual needs and tailor activities to meet their requirements. Appropriate support is provided where necessary, and equipment is provided or adapted to meet any physical needs.

Staff complete health and safety risk assessments in advance of any educational visit to ensure full and safe access and provision for all of our pupils regardless of their needs. Any concerns and adaptations your child may need will be discussed with you prior to the activity.

How will Saint Mary's prepare my child for starting school?

If your child is due to start in EYFS, we will visit their pre-school/Nursery and meet with the staff to discuss any additional needs they may have. Your child will be invited into school for a number of familiarisation sessions prior to starting in September.

EYFS staff and the SEND Team are available for discussion, or to meet with you and/or your child at this time.

Where your child has additional needs that have previously been identified, a member of the SEND Team will attend any relevant meetings with outside agencies regarding transition. Any additional support identified will be put into place before your child joins our school.

How will the school prepare and support my child to transfer to a new setting?

Secondary Transfer: Staff from local secondary schools are welcomed into Saint Mary's to visit the Year 6 pupils during the summer Term. A member of the SEND Team or class teacher will take this opportunity to discuss your child's needs with the Head of Year 7 in your child's secondary setting. In addition, most local secondary schools offer the opportunity for Year 6 pupils to attend the school for familiarisation, before the start of the new school year.

Before leaving Saint Mary's your child's targets will be assessed and reviewed and your child's SEND records will be forwarded to their new school. If your child has an Education Health Care Plan (EHCP), we will meet with you and discuss transition as part of your child's Year 5 Annual Review.

Primary Transfer: If your child joins us from another primary school, we will contact their previous school to request their school records and discuss their needs where this is appropriate. Where possible and as appropriate, provision will be put in place ready for their arrival.

In cases where your child moves to another primary school, all their SEND records will be forwarded to their new school and needs will be discussed where appropriate.

Who will help me to understand the processes we are going through?

At Saint Mary's we are committed to engaging with pupils and their families when making any decisions which will affect them. We will make this process as straight forward as we possibly can, and will try not to use jargon or acronyms when explaining things to you. Any member of the SEND Team will be happy to guide you through this complicated process and discuss your concerns.

We are aware that there are occasions when agencies from outside of school may become involved in working with you and your child, and at times their terms can be confusing.

Below is a list of the most common acronyms you might come across, along with their meaning:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Community Paediatrician
EAL	English as an Additional Language
EP	Educational Psychologist
ECLIPS	Extended Communication & Language Impairment Provision
HI	Hearing Impairment
IEP	Individual Education Plan
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
OT	Occupational Therapist
PD	Physical Difficult
PMLD	Profound and Multiple Learning Difficulty
S<	Speech & Language Therapy
SLCD	Speech, Language, Communication Difficulties
SLD	Severe Learning Difficulty
SEN	Special Educational Need
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficult
VI	Visual Impairment

This list is certainly not exhaustive, and if there is anything you are unsure of, or do not understand, then please contact a member of the SEND team.

How can I get further support or information for myself and my family?

In addition to the support that we can offer in school, you may find useful support and advice from the following sources:

- Lincolnshire Parent Carer Forum <https://www.lincspcf.org.uk/>
- SEND Local Offer [SEND Local Offer – Lincolnshire County Council](#)
- Lincolnshire Family Services Directory [Lincolnshire FSD \(openobjects.com\)](#)