

St. Mary's R.C. Primary School

SEND Information Report

Introduction

All schools in Lancashire have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA (Local Authority) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

What is the School Information Report?

As part of the children and Families Bill 2014, all schools are required to make available their local Special Educational Need and/or disability (SEND) offer to families. This details how they can support children and young people with SEND.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child.....has a learning difficulty or disability if he or she:

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

(Code of Practice April 2014)

- **Who are the best people to talk to in this school about my child's Special Educational Needs or disability (SEND)?**

If you have any concerns about your child's progress you should speak to your child's class teacher. If you continue to be concerned that your child is not making progress, you may speak to the special educational needs and disabilities co-ordinator (SENDCO).

The SENDCO is **Mr Kevin Egan**

The SEND Governor is **Mrs Pam Kornecki**

The above personnel can be contacted via the school office on :
01254-231278

- **What are the different types of support available for children with SEND in our school?**

Support can vary depending upon the needs of your child. It could be any of the following:

Intervention in school – specific group work either in or outside the classroom run by a teacher or teaching assistant.

Specialist support from outside agencies – Speech and language therapy, occupational therapy, physiotherapy, Educational psychologist.

Specified Individual Support- This type of support is available for children whose learning needs are severe, complex and lifelong. This support is usually provided by an Education, Health and Care plan (EHCP). This means your child has been identified as needing a particular high level of individual or small group teaching.

- **How do school ensure that children who need extra help are identified early?**

Children are identified as having special educational needs in the following ways :

- Concerns raised by parents.
- Concerns raised by teachers or other support staff.
- Children performing below age related levels.
- Liaison with external agencies.
- Consultations between class teachers and senior leadership team where progress data is discussed.
- Health diagnosis through a paediatrician.
- Liaison with a previous school or setting.

How will school support my child?

- The Sendco in school oversees all support and progress for children with special educational needs and disabilities.
- The class teacher together with the sendco will use the assess, plan, do and review approach to ensure that the appropriate support is set, carried out and evaluated for its effectiveness.

- Children with special educational needs and disabilities have a pupil inclusion plan which sets out the support and strategies in the particular areas of need.
- There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary.
- Some of the teaching assistants at school are trained to support particular interventions such as speech and language and motor skills.

How are the Governors involved and what is their responsibility?

- One of the Governors - Mrs Pam Kornecki, is responsible for special educational needs and disabilities. She liaises with the Sendco in school on a regular basis and is kept up to date on Send issues in school. This is then reported back to the rest of the Governors.
- The Sendco reports to Governors in twice a year in the form of a report. They will also provide updates to governors throughout the year as required.

How do teachers match the curriculum to an individual child's needs?

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that there are three different levels of work set for the class, however if necessary work may be set individually to meet a child's needs. This enables all children to access the curriculum at their own level.

- **How does school involve other agencies in meeting the needs of children with SEND?**

Referrals can be made to outside agencies where school feel it is necessary because they feel they are not fully meeting a child's needs. Parents are involved in this whole process.

How are parents involved in the school?

- All parents of children with special educational needs and disabilities are kept informed of their child's progress.
- All parents of children with special educational needs and disabilities will receive a copy of their child's pupil inclusion plan (Learning Journey).
- Appointments can be made with your child's class teacher and/or Sendco to discuss any concerns.
- There are two parents evenings throughout the year which allows teachers and parents to discuss progress and any issues they may have.

