



St Margaret Mary's RC Primary SEND Report 2022-2023

How do we know if the children need extra help at St Margaret Mary's?

At St Margaret Mary's we are continually assessing and monitoring both the academic, emotional, social development and welfare of all children within our school. This is to ensure that all children can access the curriculum and achieve their potential. School staff make continuous observations of all children in their care, both academically and in their wider school lives. Our observations, along with various assessment data, may highlight questions, issues or concerns for particular children. Where this is the case, in the first instance, teaching staff will have a conversation with parents/carers, and with the SENCO (Mrs McHugh). If after that conversation and a sharing of concerns, we agree that further investigation or intervention is required, then and only then will we proceed. Through effective transition procedures from our Nursery and professional conversations with other settings, school will be aware of a child's needs at the earliest possible stage.

How will the school let me know if they have any concerns about my child's learning?

For some children SEND can be identified early in their school journey. However, for other children, difficulties often only become evident as they develop. At St Margaret Mary's we aim to be alert to any emerging difficulties or concern and act early upon these. Lower attainment and slow progress do not necessarily indicate that a child has SEND. However they may be an indicator to a range of learning difficulties or disabilities.

We will use the above to determine the support needed for each child and whether we can provide this from the adaptation of our core offer/wider provision, or whether something different or additional is essential and required.

If your child is identified as not making expected progress or if there are any concerns, as outlined above, the school will set up a meeting to discuss this with you in more detail and to:

- Give parents/carers an opportunity to voice any concerns that they or their child may have.
- Provide a starting point so that school can work in partnership with parents and/or carers to develop a plan to ensure children receive the right levels of support in a timely manner.
- Allow the start of involvement with outside agencies to support your child's learning. This will only be done with informed parental consent.

Who are the best people to talk to about my child's learning difficulties/SEND and how can I contact them?

Class teacher

Responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and liaising with the SENCO.
- Assessing programmes of work (IPM/APDR), and sharing and reviewing these with parents
- Ensuring that all staff working with a child in school are helped to deliver the planned work/programme for a child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help, and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO (Mrs. McHugh)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school. * Writing all individual programmes of work for children with SEND including those with EHCPs, these are called IPMs/APDRs
- Supporting the teachers to ensure that parents are: involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology, School Counsellor, Physiotherapists etc.
- Updating the school's SEND record (a system for ensuring the SEND needs of pupils in this school are known) and making sure that there are effective records of a child's progress and provision.
- Completing EHC Plans and annual reviews for those children assessed at that level.

*Providing support for teachers and support staff in the school - so they can help children with SEND in the school achieve the best possible progress.

Headteacher (Mr Sutton)

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Mr Sutton gives responsibility to the SENCO and class teachers, but is still responsible for ensuring that a child's needs are met.
- Mr Sutton makes sure that the Governing Body is kept up to date about any issues in the school relating to SEND from information shared by the SENCO.

Governors / SEND Governor (Mrs Ager):

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

If any parent has concerns about a child's learning or development, please arrange to meet with firstly the child's class teacher who will then liaise with the SENCO (Mrs. McHugh)

Both the class teachers and the SENCO can be contacted via the school office or at 0161 681 1504.

What are the different types of support available for children at St Margaret Mary's with SEND and how will expertise be accessed?

There are various different types of support at St Margaret Mary's. These include Quality First Teaching:

Specific group work within a smaller group of children: (Target Groups)

This group, often called Intervention/ target groups

- Children will engage in group sessions with specific targets to help them to make more progress.
- A Teaching Assistant/Teacher would run these small group sessions using specific plans.
- Planned, targeted support, delivered in the classroom or outside in a quiet, resource area, with work carefully planned by the teacher/teaching assistant, including other professional guidance, to meet the needs of the children.
- Delivered by a teacher or a teaching assistant who has had in-school and or external training to run these groups.

If any outside expertise is needed the SENCO, Mrs. McHugh will arrange this, in consultation with the parents / carers.

SEND Support

A child will have been identified: the class teacher/SENCO (or parents / carers will have raised worries) as needing more specialist input in addition to quality first teaching and intervention groups.

- A parent / carer will be asked to come to a meeting to discuss their child's progress and help discuss and plan possible ways forward; an individual plan for the child will be written (IPM/APDR) with specific targets.
- A parent/ carer may be asked to give their permission for the school to refer a child to a specialist professional e.g. Educational Psychologist / Speech and Language Therapist / Sensory support, social and emotional behaviour support etc. This will help the school to understand a child's particular needs better and be able to support them better in school.
- The specialist professional may work with the child to understand their needs and make recommendations. For example:
 - Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better, resources (essential provision) to meet their needs
 - Support to set better targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual work with an outside professional attending to support this

This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and small intervention groups.

Specified Individual High Level Support

This is usually provided via an Education, Health and Care Plan (EHCP). This means the child will have been identified by the class teacher, SENCO as needing a particularly high level of individual or small group teaching, which cannot be wholly provided from the budget available to the school. Usually the child will also need specialist support in school from a professional outside the school e.g. Catalyst Support Service or the Educational Psychologist. The professionals will firstly make recommendations that will be implemented, monitored and evaluated. Then at a review meeting, if it is decided that support needs to continue and that the cost of support needed for the child goes beyond £6000, then the school or parents/carers can apply for an Educational Health Care Assessment through the appropriate Local Authority.

For a child this would mean:

- The school (or parent / carer) requests that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process which sets out the provision for the child.

- After the school / parent carer has sent in the request to the Local Authority, the LA will decide whether they think the child's needs, seem complex enough to need a statutory assessment. All professionals involved with the child write a report as part of the assessment outlining the child's needs. After the reports have all been sent in, the Local Authority will decide if the child's needs are severe, complex and lifelong. If this is the case and is agreed at a Local Authority professional panel, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support provided.
- The EHC Plan will outline the provision that the child will receive. It will also have long and short term outcomes for the child. An additional adult may be used to support the child with whole class learning or provision may be made in small groups. The provision made is all dependent on the child's needs and the outcomes written by the LA in the EHC Plan.

How are the teachers in school helped to work with children with SEND and what training do they receive?

At St Margaret Mary's we firmly believe in the early identification of children with SEND and focus upon the following four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and Physical Needs. (As outlined in the Code of Practice); However, we give priority on assessing each child's individual needs rather than placing them into specific categories.

- The school has a clear training plan for all staff to improve the teaching and learning of all children, particularly those with SEND. (teachers and teaching assistants) This includes whole school training on SEND issues such as Quality First Teaching methods, ASD and communication, speech and language difficulties, and the categories of need outlined above.
- Individual teachers and support staff attend training courses run by Catalyst, One Education and other outside agencies that are relevant to the needs of specific children in their class. In addition to this Specialist Provision from schools such as Camberwell Park, Rodney House, Lancasterian and the Grange provide outreach support for school staff. Such professionals may work closely with individual teachers and advise them on strategies to use best to support the child's needs.
- The SENCO contacts and liaises with outside agencies where necessary to support a child's individual needs.

Who are the other people providing services to children with additional needs in St Margaret Mary's?

Depending on the needs of the child, they may work with either or both an educational service or the health service. A child will have access to these services through school or through referral by School Health and parent / carers. School may purchase extra time from agencies to support the specific needs of the children. The following is a list of some of the agencies school works with.

School Pastoral Lead: Mrs. McHugh/Miss Alexis Slater

At St Margaret Mary's we believe that support should be provided for all children to improve their emotional and social development. Within school, the Pastoral Lead works with those children who have mental health, social, emotional or behavioural difficulties; with opportunities for children to process their feelings and develop coping strategies. Mrs. McHugh ensures the children who need specific well-being / emotional support, mindfulness sessions are allocated this provision and she will liaise with the parents accordingly via referrals. Mrs. McHugh and Miss Slater work closely with and supports the parents, families and carers of children who may have specific barriers to learning and / or SEND. This is often through Early Help and Planning of Need Meetings.

School Well Being Sessions – Miss Slater works in school with targeted children. This is coordinated and followed up by teachers / teaching assistants working with the children daily.

Mindfulness sessions – These are provided in school with Miss Slater, a trained counsellor and therapist, to support those children with anxiety or SEMH difficulties.

Caritas Support Service – Outside pastoral, social and emotional expertise from Caritas that can provide specific support based on the child's individual needs.

CATALYST Educational Psychology Service –Regular planning meetings to needs within the school. Referrals are made by the SENCO according to need.

Sensory Service

For children with visual or hearing needs

Speech and Language Therapy - provided by the Health Care Service or working with the school based Speech and Language programme ELKLAN delivered by the SENCO supported by TAs

School Nurse / Health Visitor - provided by the School Health Care Service they work closely with Mrs. Burton to support the children.

Specialist Nurses - for children with specific medical conditions

CaMHS - (Child and Adolescent Mental Health Services)

Outreach / Inreach - Professionals from specialist provision (Lancasterian / Camberwell Park / Rodney House / Grange / Bridgelea etc...) supporting children and teachers with specific strategies.

Occupational Therapy - supporting children and teachers with strategies for physical / sensory needs.

Physiotherapy - supporting children and teachers with strategies for physical needs.

Social Care - supporting children and families. Mr. Sutton, Miss Handrick, Mrs Heaton and Mrs McHugh are the school link for social care.

How will the curriculum be adapted for my child at St Margaret Mary's?

- All pupils are encouraged to take part in all areas of the curriculum. No pupil is ever excluded from taking part in an activity or learning due to their SEN or disability. However, there are sometimes barriers to learning which prevent some children from making the appropriate progress and accessing the curriculum as their peers would. Where this is the case, sensitive adaptations are made to enable all pupils to access their learning entitlement and provision.
- The use of differentiated work, along with different and appropriate teaching style to meet the needs of the children is implemented. Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs; this is documented on the child's agreed individual Plan IPM / APDR.
- The encouragement of peer support through mixed ability grouping and paired and group reading and writing activities.
- The development of pupils' self- esteem through praise, rewards, merits and a caring ethos in the class and throughout the school.
- The use of teaching assistants to provide extra individual or small group attention. Specific resources and strategies (essential provision) will be used to support a child individually and in groups, based on a child's individual needs.
- The liaison with parents to share in the child's learning and to plan the child's work in partnership.
- The use of the identification and monitoring programme.
- The use of target setting and individual planning: IPM / APDR, Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that a child's needs are met. Assessments will be made ... to highlight small steps of progress and evidence based interventions including: Soundwrite, Maths Recovery etc...

How will my child be included in activities outside of the classroom at St Margaret Mary's?

- Before school provision and extra-curricular activities are accessible to all of our children.
- Occasionally some conditions can call for extra risk assessments on school trips, e.g. if a wheelchair is needed etc. If your child's circumstances call for a teaching assistant or carer, then they may also attend most trips with your child. The school endeavours to be as fully inclusive as is possible.

How will we measure the progress of your child in school?

- A child's progress is continually monitored by the class teacher through ongoing assessments
- The child's progress is reviewed formally every term and an outcome of: at the expected level or below / above the expected level for the year group given in reading, writing, numeracy and science.
- A child with additional needs will be assessed alongside the targets set on the IPM / APDR, with these identified and broken down to provide more information of smaller steps of progress. Children at SEN support will have an individual plan with specific targets for the child - this is called an Individual Provision Map / APDR – this will be reviewed with parental / pupil involvement.
- The progress of children with an EHC Plan is formally reviewed annually with the child, parent / carers and all professionals involved with the child's education.
- The Headteacher (Mr. Sutton), Deputy Headteacher (Miss Handrick), Assistant Headteacher (Mrs. Heaton) and the school SENCO (Mrs. McHugh) will also check that a child is making good progress through monitoring the progress and attainment that children are working at and in discussion with the class teachers every term (pupil progress meetings, one of which is specifically dedicated to the progress of children with additional needs).

SATS: At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally. All other classes complete end of year assessments, these could be optional SATs, or other formal assessments, these are given to the senior leadership team and the next class teacher so there is a continuous understanding of the child's progress, attainment and areas of need. If the child is not yet working within National Curriculum age related expectations a more sensitive assessment tool may be used which shows smaller but significant steps of progress. Teachers ensure that they follow current advice from the DfE Statutory Guidance concerning formal assessments.

How are the school's resources used to match the needs of children with additional needs?

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of need in the school.
- The Headteacher and the SENCO, discuss all the information they have about SEND in the school, including: the children needing extra support, the children requiring extra support, the children who have been identified as not making as much progress as would be expected. They then decide what resources/training and support is needed and the budget required.
- All resources/training and support are reviewed regularly and changes made as needed.

What support do we have for you as a parent of a child with an additional need at St Margaret Mary's?

- All information from outside professionals will be discussed with the person involved directly with the child, or where this is not possible, in a report. The LA can provide further support for children and parents with SEND. This is called SENDIASS [Special Educational Needs and Disabilities Information, Advice, Support Service – Manchester]. They offer a free and impartial advice and support to families and young people 0-25 who have SEND. They can be contacted on 0161 209 8353 parents@manchester.gov.uk or info@iasmanchester.org
- The class teacher is available to discuss a child's progress or any concerns and to share information about what is working well at school so similar strategies can be used at home. Planning for the child will be reviewed with parent / carers involvement IPM / (APDR).
- Homework may be adjusted as needed to a child's individual needs.
- A regular home/school message will be used to support communication, when this has been agreed to be useful.

The SENCO and Headteacher are available to discuss a child's progress or any concerns or worries. The Pastoral Lead is also available to meet with parents and carers to discuss any concerns or worries. They can be contacted via the school office.

How accessible is the school environment at St Margaret Mary's to children with additional needs?

- The building is accessible to children with physical disability via ramps. The EYFS area, KS1 area, KS2 area and Main Building can all be accessed without the use of stairs, using the ramps provided. There is a disabled toilet for those children with physical disability risk assessments. All have been completed for areas throughout the school – see Health and Safety Information
- Equipment used is accessible to all children regardless of their needs. Essential Provision is made for those children detailed on their IPM / APDR. For those children with hearing needs / visual needs and equipment is provided for support through the Local Authority Sensory Service.
- Before school provision is accessible to all children including those with SEND.
- Extra- curricular activities are accessible for children with SEND.

For those parents whose first language is not English, every endeavour will be made to ensure all information is understood. This usually involves consultation with the Translation Service Team / school / parents carers/ SENCO / Pastoral Manager to consider how to communicate appropriately based on need.

What provision is there for my child's overall well-being?

We have a targeted pastoral system which aids the School Mission and the holistic approach of the school.

This includes:

Nurture Group

Our nurture groups are founded on evidence-based practice and offer a short-term, inclusive, focused intervention. The nurture group is a small group of children identified by individual and collective need.

In the nurture group, we assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication. As the children learn academically and socially, they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.

Nurture support is not limited to the nurture group, as all the school embed the nurturing principles and practice at a whole school level, providing appropriate support for all pupils attending. This includes:

- Pastoral Lead support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class.
- Tailored intervention programmes delivered by teaching staff
- Intervention can come from the LA for children and their parents/carers on referral, delivered both in school and in the home if necessary.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents.
- Intervention from the Caritas Social Worker – School Councillor and Well Being sessions / Mindfulness sessions, based on the child's individual need.

How will the school prepare and support my child in joining the school, transferring to a new school or in the next step of their education?

- Pre-school meetings are held in the summer term (June/July) prior to the child beginning school in the September – This is part of our programme of 'home visits' and enables staff to learn more about a child's needs and for parents to provide any information they would like to share
- A home-school meeting is organised in the September of the new academic year, with the parent / carer, child and the reception teacher, so that there is a further opportunity to discuss a child's needs

- A transition meeting is held between the nursery staff and the reception teacher/ SENCO so that information can be passed on and discussed in detail before a child begins school. This is repeated as part of our transition process in all other year groups across the school.
- A meeting is held between all essential professionals, alongside the SENCO and the reception teacher, prior to a child beginning with identified SEND needs, so that school is prepared and any SEND information can be shared. Where significant and requiring identified SEND support and potential EHCP application, a member of the Statutory Assessment Team will attend.
- As each child begins a new class, a pupil profile meeting is completed between the existing teacher and the next teacher so that SEND children can be discussed in detail, to ensure there is a smooth transition and that the child's individual needs are shared
- As each child progresses to secondary school, the Year 6 teacher shares all relevant information with the Head of Year and the Pastoral Manager of the chosen secondary school so that there is a smooth transition between schools and to ensure the child's individual needs are shared. The SENCO shares all the SEND information at planned transition meetings
- There are a number of occasions where the children visit their secondary school so that they are more confident when they begin the next stage of their education. The SENCO and or Pastoral Lead also completes a number of activities with the children to prepare them for the next stage in their education.
- Further visits to the child's secondary school can be arranged if needed, and meetings with the parent / teachers/ /SENCO / Pastoral Lead can be made to share further relevant information as required and for parents to share any concerns/ worries they may have. For those children who join or leave school mid-year information will be shared via the transfer system and consultations with previous settings

What do I do if I am not happy with the provision for my child at St Margaret Mary's?

- For any concerns about the provision or progress of a child please initially contact the child's teacher who will be more than willing to discuss them
- The SENCO or the Headteacher can then be contacted
- If you are still not happy the SEND Governor can be contacted

All the above can be contacted through the school office or on 0161 681 1504

Is there any information about Looked after Children with SEND?

The Virtual School Team work with every school that is educating a child looked after by Manchester City Council. Every school has a designated teacher tasked with tracking, supporting and promoting the educational achievement of those children. The designated Looked after Child teacher is Mr. Sutton.

See Key Information:

Email: virtualschool.education@manchester.gov.uk

Website: <https://www.manchester.gov.uk/virtualschools/>

- The needs of all the pupils who may have special educational needs either throughout, or at any time during, their time at St Margaret Mary's will be met and provided for in the most suitable and appropriate way. Those children who are classed as 'looked after', because they are not living with their parents, will be monitored and tracked carefully. Their progress will be reported upon in a coordinated and comprehensive way, to the Headteacher, Assessment Lead and Governors.
- The designated teacher (Mr. Sutton) attends Local authority meetings where further information is given on how best to provide for this group of children. Mr Sutton monitors the provision and progress for looked after children including those with special educational needs.
- All children who are 'Looked after' with SEND working at SEN support or with an EHC, will have a Personal Education Plan, this is reviewed regularly by the SLT and child's classteacher.

Is there any further information/help available to me about supporting my child with SEND?

The Local authority have published further information (the Local Offer) as to the services they provide for families of children with SEND, these can be accessed here:

SUPPORT FOR PARENTS AND FAMILIES:

Manchester Local Offer:

The Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies - including their statutory entitlements. Click [here](#) for more information.

Information, Advice and Support (IAS) Manchester:

This small team provide free information, advice and support to parents/carers of children and young people with special or additional educational needs. Their staff are able and have attended meetings at school to support parents. They provide impartial advice on SEND and what is available to you. Click [here](#) for more information.

Policy Links for this Report includes:

- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding Policy

This SEND Report was written with reference to:

Special Education Needs and Disability Code of Practice: 0-25 years

<http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/section/69> **Special educational needs and disability regulations 2014** <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Equality Act 2010 Accessibility for Disabled Pupils

<http://legislation.gov.uk/ukpga/2010/schedule/10>