



St Mary's Church of England Primary School, Hawkshaw

Children and Families Act 2014

Special Educational Needs and Disability – The Local Offer

The Special Educational Needs and Disability Code of Practice (June 2014) prescribes the information that schools must publish on their website, which must also be available through the local authority's published local offer which can be accessed at www.TheBuryDirectory.co.uk This document taken from Bury Council, Children Services framework, sets out the Local Offer at St Mary's C.E. Primary School, Hawkshaw. Every child is valued as a unique individual at St Mary's. Please don't hesitate to contact Mrs Woodward, Head Teacher (01204 886167) if you would like to discuss how this Local Offer affects your child.

How does the school know if a child needs extra help?

Information about pupils is gathered in a wide variety of ways including:

- Information from children's pre-school setting where relevant.
- Sharing information during home visits prior to starting school in Reception.
- Induction sessions involving children and parents before entry into Reception.
- Early Years Foundation Stage data and continuous observation.
- Parental meetings.
- Ongoing assessments by teachers. Outcomes are analysed for attainment and to identify if a child is not making expected progress.
- Pupil Progress Meetings – teachers meet termly with the Head Teacher to discuss how we can support any children who are not progressing as expected.
- Termly Special Educational Needs (SEN) planning meetings with outside agencies including Health and Social Care.
- Observations by outside agencies where necessary.
- Educational Psychologist reports.

What is the school's approach to teaching children with Special Educational Needs and Disabilities (SEND)?

- St Mary's has a fully inclusive policy and is committed to ensuring all pupils receive a high quality education and realise their potential regardless of any challenges they may face. Children with SEND are educated in the classroom as part of this inclusive strategy, but will receive intervention and support by teachers and teaching assistants on a personalised and individual level.
- Parents, staff and children meet to decide targets and areas for development.
- Parents are informed of any support received and given feedback about the progress their child has made. Teachers also regularly meet with parents at other times where necessary and are available to answer any questions.
- As a small school we are able to communicate with parents formally and informally as needed.
- All staff at St Mary's provide pastoral support and are available to listen to any concerns children may wish to share.
- Additional support is available whenever necessary for pupils who are vulnerable, and for those that experience a range of emotional, social and behavioural challenges.
- The SEND Link Governor, Mrs Glass, meets termly with our SENCo, to review procedures in school.
- We provide a safe and secure environment where children with emotional challenges can thrive.
- Children with a current Statement of Special Need receive the necessary support as set out in their statement. This can be through individual support in the classroom, one to one support, small group work or intervention groups. These support programmes are also used for other children with SEND where appropriate.

How will the school adapt the curriculum and learning environment for children with SEND?

- Children will be supported in fully accessing the curriculum according to need, which may be through one to one support with a teacher or teaching assistant, access to an intervention programme, or by working in smaller groups.
- Teachers focus on differentiation in their planning, ensuring that work is appropriate for the individual needs of every child. They work hard to ensure that all children are able to access the curriculum successfully while maintaining a high level of challenge to ensure children make good progress in their learning.
- St Mary's has developed a creative and adaptable curriculum to meet the needs and interests of the children.
- Groupings are flexible depending upon the activity allowing children to work with different members of the class.

How is expertise secured for teaching staff and others working with children with SEND?

- The SENCo is currently completing a Post Graduate Certificate to extend her expertise in special needs. The National Award for Special Educational Needs Coordination is accredited by Manchester Metropolitan University.
- As a small school, St Mary's are highly experienced and successful in supporting children with a range of SEND e.g Dyslexia, Dyspraxia Autistic Spectrum Disorder (ASD), Speech, Language and Communication Difficulties, Behavioural Support.
- St Mary's is a member of the Bury Primary Learning Collaborative and staff have regular access to specialised SEN training delivered by Bury Additional Needs Team.
- Staff attend training to understand how to support children with a range of needs. This may be delivered in school by the SENCo or by external training sources such as specialist teachers or healthcare professionals.
- School has access to a range of services for advice where necessary. This includes the School Nurse, Educational Psychologist, Behaviour Outreach Support, Speech Therapy, Additional Needs Team, Children's Social Care, Child and Adolescent Mental Health Services.
- The SEND link Governor attends update meetings through Bury Governor support group.

How will progress of children with special educational needs be assessed and reviewed? How will those children and their parents take part in any assessment or review?

- A wide range of assessment tools are used at St Mary's. Data is analysed and discussed at the termly Pupil Progress Meeting.
- Children are regularly assessed and feedback is given to parents formally twice a year at parents' evenings. We also provide an annual report that reviews progress and attainment. Parents are given the opportunity to discuss the report.
- Parents are welcome to meet with members of staff to review any issues with the progress or attainment of their child. Appointments to meet the class teacher can be arranged through the school secretary or by speaking to the teacher directly.
- All children with identified needs are reviewed termly and parents receive feedback on progress towards their individual targets.
- Parents and teachers may decide to introduce, where appropriate, a home/school diary to aid communication.
- Children with a current Statement of Special Educational Needs have a formal annual review during the school year. Parents and professionals are provided with information before the meeting. The views of the parents and child are valued.

How will the effectiveness of the school's special educational provision be assessed and evaluated?

- The progress of all pupils is monitored through the progress tracking system. This is reviewed by teachers and Head Teacher to ensure that progress is made by all pupils including those with SEND. If expected progress is not made then interventions are put in place.
- Any interventions undertaken are regularly monitored and modified as appropriate.
- The Head Teacher reports termly to the Governing Body to inform them on the effectiveness of the provision throughout school.
- Governors are informed of the level of special need throughout school.

How can children with special educational needs access the school facilities? What activities are available for children with special educational needs in addition to the curriculum?

- St Mary's has a fully inclusive policy and children with any form of SEND are fully integrated in all aspects of school life. Pupils will be supported on a needs basis.
- The school does have limited wheelchair access so the school would need to review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments.
- We endeavour to provide equipment to reduce barriers to learning
- As part of our inclusive policy the school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEN or Disability.
- Parents are invited to discuss prospective trips and visits. Their feedback is welcomed.

Transition

- The school has a well established transition programme in place both for children joining the school, and for those moving on.
- Home visits and induction sessions are arranged for the summer term prior to starting Reception. This facilitates a smooth start to school for children and parents.
- Parents of new children are invited to school to discuss their child prior to joining St Mary's.

- If necessary, new pupils can visit school for planned sessions before they start full time.
- The school has close links with partner secondary schools and through taster sessions and open days seek to minimise the impact of transition.
- Assessment and progress data, attendance, behaviour information and information about friendship groups is shared by the Year 6 teacher and the head of Year 7 during their visit to St Mary's.
- Pupils with a current Statement of Special Need will have additional visits to the high school with their Special Support Assistant (SSA)
- The SENCo forwards any additional information to the SENCo of the child's high school.
- Behaviour Outreach Support or Additional Needs Team are contacted for help with transition where it is thought that extra support is needed.

Who can parents contact for further information?

If a parent is considering choosing St Mary's they should contact Mrs Woodward, Head Teacher, who will discuss any initial enquiries and arrange for them to visit school at a mutually convenient time.

The SENCo is available to answer any questions parents may have about SEND provision at St Mary's.

Mrs Woodward and the SENCo can be contacted either by phoning school on 01204 88 6167 or email stmaryshawkshaw@bury.gov.uk