

## **St Mary's C of E Primary School**

### **Introduction**

Welcome to our SEN report which is part of the Local Offer for Halton for learners with SEND. All governing bodies of maintained schools and nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the governing body's or the proprietor's policy for schools with SEND. The information is updated annually. The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support': - **Communication and interaction; - Cognition and learning; - Social, emotional and mental health; - Sensory and/or physical needs.**

St Mary's C of E Primary school is a mainstream setting.

### **What is the Local Offer?**

The LA Local Offer sets out information in one place about what provision they expect to be available for children and young people in their area with SEN or disabilities, including those who don't have EHC plans.

The 2 key purposes of the local offer are to:

- Provide clear, comprehensive and accessible information about the provision available and how to access it
- Make provision more responsive to local needs and aspirations by directly involving children and young people with SEN and disabilities and their parents and carers and service providers in its development and review.
- Halton's Local Offer is available to view online.

### **About the SEN Service in Halton**

#### **Specialist Teaching and Advisory Service**

Within the SEN Service we have a small number of specialist teachers and advisors who are able to provide advice, support and training around their area of specialism. We support schools to help address the following areas of need:

- Cognition and learning
- Communication and interaction
- Hearing impairment (sensory and physical)
- Physical and medical
- Vision impairment (sensory and physical)

Our [Specialist Teaching and Advisory Service leaflet](#) explains our remit and scope for involvement.

#### **Early Years Complex Needs Support Workers (Service formerly known as Portage)**

Within the SEN Service, Halton have a small team of specialist support workers (formerly Portage workers) who provide support to children with complex needs such as; Downs

syndrome, autism, complex needs and global developmental delay. They work with children under the age of 3 and their families in clinics, homes and in nursery settings. Referrals for this support are through; your health visitor, ChatterBug Speech and Language Therapy Service and Woodview Child Development Centre e.g. physiotherapy service. The service completes play based developmental assessments and supports parents and settings to understand the next steps in the child's development and how to achieve them. Early Years Complex Needs Support Workers work with families to help your child achieve their potential and make effective transitions into nursery.

**If you would like any further information on the support available from the SEN Service, please contact:**

**Ami McNamee**

Lead for SEN Service, Advisory and Autism

Tel: 0151 511 8571

email: [ami.mcnamee@halton.gov.uk](mailto:ami.mcnamee@halton.gov.uk)

### **SEND support at St Mary's C of E Primary School**

Our school development plan highlights the need for quality first teaching and the need for all children to have access to a flexible and excellent curriculum. We aim to create a learning environment which is flexible and that can be adapted to all learners in our school community. We carefully monitor the progress of all learners, with staff continually ensuring that learning is taking place and we have formal assessment times throughout the year. Our whole school assessment system for monitoring progress includes regular pupil progress meetings with SLT and monitoring of teaching and intervention groups.

We aim to provide an inclusive school where all children are catered for and staff are adaptable and clear in their duties.

### **How we identify SEN?**

#### **These guidelines are taken directly from The Code of Practice:**

**For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.**

**All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to**

**the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.**

**The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.**

At St Mary's we follow these guidelines. Learners may fall behind or find it difficult to acquire learning for many reasons. We call these 'barriers' to learning. They may have been absent from school for a period of time, they may have attended many different schools and not had a consistent approach to learning. They may have EAL and have difficulties accessing the curriculum or a child's home life may be difficult and they may find it impossible to focus on their education. Some children have learning difficulties that can be diagnosed, and in these cases we use the Specialist SEN service or Woodview Clinic to assist us. Children with SEN is defined as '**A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.**'

Class teachers and parents are usually the first to notice a difficulty with learning. We ensure that parents are consulted at all times during the process of identifying a need and the subsequent support provided in school. The Senco's within school, support and advise staff and when needed seek further support from outside agencies.

### **How do we support children with SEN at St Mary's?**

We have very experienced staff at St Mar's, and regularly attend training or have training provided by the LEA. In the last year we have had training on ADHD and Autism.

Each teacher will adapt their method of teaching, their delivery of lessons and the expected methods of children showing their attainment

Within the classroom adaptations may be made, such as seating arrangements, lighting, coloured paper, alternative recording methods or visual timetables.

Children may have differentiated work planned for them which enables them to achieve, or they may sit in a quieter or smaller group.

We have many intervention groups and these are small focussed groups that allow the staff to embed knowledge and to ensure children with SEN are taught in the most effective way.

### **How do we know this is effective?**

The school Senco's use the staff assessment's to monitor the progress of SEN children. We then spend time consulting with the class teachers to ensure they have the best advice and

support in place. We may ask for specialist advice from an outside agency, but at all times parental consent is asked for and parents are informed at all times.

If you have any concerns or worries about your child's progress or additional needs we ask that you speak to the class teacher in the first instance.

The school Senco's, who can be contacted through the school office, are:

Mrs Stephanie Alley and Mrs Jemma Brearley.

September 2022