St Mary's Colchester

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Happy Girls High Achievers

At St. Mary's we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.
Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed including pupils with an Educational Health Care (EHC) plan. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.
Together we take pride in making a positive contribution to our school and the wider community.

'High quality teaching which is differentiated and personalised should be available for all students'
SEN and Disability Code of Practice 0-25 years 2015 (1.24 P25)

Classification of Special Educational Needs
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a. have a significantly greater difficulty in learning than the majority of others of the same age; or
b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.
(section 20 of the Children and Families Act 2014)

Classification of a disability
A disability under the Equality Act 2010 states that a child has '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.
Where a disabled child requires special educational provision they will also be covered by the SEN definition.

In this document the 'special needs' referred to fall into the following categories:

1. Cognition and Learning
2. Communication and interaction
3. Social, Emotional and Mental Health
4. Physical and Sensory

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education in line with the Special Educational Needs Code of Practice 2015.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they make progress.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEN have access to the Curriculum. This will be co-ordinated by the SENCO and will be monitored and regularly reviewed in order to ensure that individual targets are being worked towards and pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

Responsibility for the coordination of SEND provision

'Special educational provision is that which is additional to what is provided to all.'
Code of Practice 2015

At St. Mary's School SEND provision is coordinated by:

Mrs Adamson (SENCO/Assistant Director of Lower School (Pastoral)) - Kindergarten and Lower School

Mrs Callaghan (SENCO) - Senior School

Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND records for individual pupils.
All staff can access:

- The School SEND Policy;
- A copy of the appropriate SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities Information available through St. Mary's School Offer
- In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide

for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

Identification of pupils needs

a. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c. The child's teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through (b) and (d) it can be determined what level of provision the child will need.

e. If a pupil has recently been removed from the SEND register they may also fall into this category and continued monitoring will therefore be necessary.
f. Parents will be informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
g. The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents at review meeting or during parents' evenings

SEN Support

Where it is determined that a pupil does have SEND, parents will be advised of this and added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

• Assess • Plan • Do • Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This Graduated approach enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO, parents and pupil to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental

involvement may be sought, where appropriate, to reinforce or contribute to progress at home.
All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.
Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.
Review
Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The appropriate teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan
If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
The application for an Education, Health and Care Plans will combine information from a variety of sources including:

• Parents • Teachers • SENCO • Social Care • Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Access to the curriculum, information and associated services
Pupils with SEND will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of the pupil, their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels. The school continues to build strong

working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded and updated when the intervention is changed. These interventions are monitored and evaluated termly by the SENCO/class teacher. This helps to identify whether provision is effective.

Access Arrangements

Access arrangements are pre-examination adjustments for pupils based on evidence of need and normal way of working. At St Marys we are committed to providing equal opportunities for all pupils. When pupils have a need which prevents them from accessing examinations, provision will be made. To support access arrangements pupils may need to be assessed by an independent individual, using formal tests to satisfy criteria set by the examination boards. Permission will only be granted where arrangements are:

- Their normal way of working
- Meet the conditions set out by the examination boards
- Backed by evidence which shows that the arrangements show a significant improvement in performance.

In this way Awarding bodies and St Marys will comply with the duty of the Equality Act 2010 to make 'reasonable adjustment.'

Transition

At St Mary's SEN support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school will share information with the school, college or other setting the child or young person is moving to. We will agree with parents and pupils the information to be shared as part of this planning process. When a child joins St Marys any SEND information is noted and information shared with the staff. At this point a meeting can be arranged with the child's current setting and parents to share information.

Working in partnerships with pupils and parents

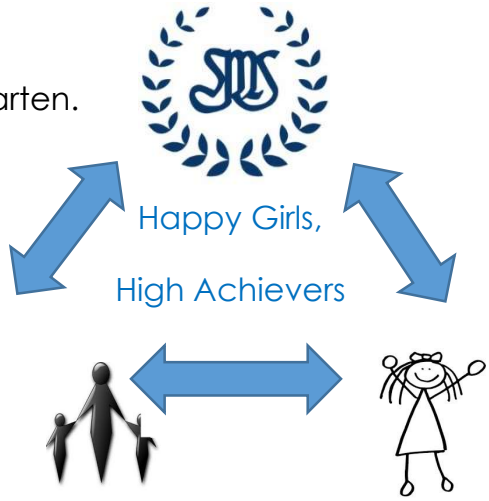
St. Marys believes that a close working relationship with parents and pupils is vital in order to ensure

a. early and accurate identification and assessment of SEND leading to appropriate intervention and provision
b. continuing social and academic progress of children with SEND
c. personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local services where specific advice, guidance and support may be required.

Reviewed: May 2021
Next review: Summer 2022

Early Years School Offer



Setting: St. Mary's Lower School and EYFS and Kindergarten.

Address: 247 London Road, Colchester, Essex, CO3 8LT.

Director of Lower School Mrs E Stanhope

Kindergarten Manager Miss S Violett

SENCO/Assistant Director of Lower School (Pastoral):

Mrs D Adamson

Website: www.stmaryscolchester.org.uk

At St. Mary's we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.
Each session provides opportunities for everyone to achieve and succeed regardless of their individual need. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. At St Mary's kindergarten we believe that all children have the right to experience their early education alongside their peers regardless of their needs. We are committed to working with parents and external agencies to enable each individual to develop to be the best they can be.

1. How does St. Mary's know if children need extra help and what should I do if I think my child may have special educational needs?

At St. Mary's we continually observe and assess all of the children within our care. The observations and assessments are linked to the developmental stages of learning, and the EYFS framework, which can help us identify the individual needs of the children. The observations will be discussed with parents, the SENCO (Mrs Adamson), the setting's Kindergarten Manager. (Ms Violett) and Director of Lower School (Mrs Stanhope)
We operate a Key Person system at St. Marys, with each child having a Key Person/teacher. Their role is to develop trusting, sensitive relationships with parents and children to enable respectful sharing of information. If you have any concerns about your child's development you can ask them for time to discuss matters in private. If your child's key person, teacher or SENCO has identified a possible individual need, they will discuss the matter with you and plan to support your child's learning and development. Mrs Adamson, St. Marys trained SENCO can offer advice and support to the key person/teacher. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice from the Inclusion Officerand the Early Years Advisory Teacher can be sought with parents' permission. Reports from other health care professionals such as health visitors and speech and language therapists can identify children's individual needs. The setting welcomes parents and other professionals sharing these reports with them in order to plan appropriately to meet the individual needs of each child.

2. How will St. Mary's staff support my child?

At St Mary's we have a settling in period where strengths, weaknesses, likes and dislikes are shared and discussed between all the interested parties. If your child is not meeting their age appropriate developmental stages a One Planwill be devised with parents, the child, key person/teacher and SENCO all providing an input. Observations, listening, assessments, evaluations all contribute to PEPs. We will listen to you as well as your child. The SENCO will explain how children's individual needs can be met by planning support using a One Planalongside the advice from theInclusion Officer. She will also explain who may become

involved in your child's development and their role. The key person will work with the SENCO to oversee the targets for your child. One Plans willbe reviewed on a termly basis. The key person's /teacher's role will foster relationships with and understand the individual child. The SENCO will maintain an overview of experiences and progress. She will also work with other practitioners to ensure provision is appropriate and seek support when needed.

3. How will St. Mary's create learning and developmental opportunities for individuals with SEND?

The setting works within the framework of the EYFS. Both the kindergarten and Prep classrooms are resourced according to the age phase and needs of the children within them. At St. Mary's we use the Statutory Guidance for the EYFS to plan provision and activities for the children within their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development. Activities and provision are adapted to suit the needs of the children in each age phase, differentiating the activities and the provision that is on offer to meets the needs of the children. For some children a greater level of differentiation is required because they have additional or special educational needs. We are sensitive to the developmental needs of the children in our care so that all children are able to access the setting in a way that is appropriate to their needs. We ensure there are resources available that overlap with the age phases so that children who are developing at different speeds can access resources or material appropriate to their stage of learning and development.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

St. Mary's has an open door policy and you are welcome to speak to us at drop off and pick up about your child's development. Our learning journeys and developmental phase band assessments provide us with a monitoring tool that enables us to identify any additional support required. In Kindergarten, keyworkers meet with parents to discuss progress and more often if required. In Prep, written reports are issued twice a year and the summer report reflects on the three prime areas and four specific areas of learning. In addition to this we offer parents' evenings. Both these methods of reporting aim to get parents fully involved in their child's progress.

Our highly experienced and qualified staff ensures all children's needs are quickly identified and supported, which in turn is cascaded to parents.

5. What support will there be for my child's overall well-being?

St. Mary's has detailed policies and procedures in place to ensure the development of your child's mental health and well-being. We have clear policies for the administration of medication, and for providing personal care. We pride ourselves on being an inclusive provision ensuring children with SEND are supported and included in the setting. Through close relationships with the children and their teacher/key person we ensure all children feel valued and supported. Staff receive regular training to ensure a consistent approach is given to all children.

6. What specialist services and expertise are available at or accessed by St. Mary's

Our staff are highly qualified with a minimum requirement of a level 3 qualification in Early Years Education. In Prep we have a full time Practitioner and teacher. We have access to outside agencies, and have formed close links with the Inclusion Officer.

7. How are staff trained to support children with SEND?

The SENCO has completed the new SENCO training. The Director of Learning is responsible for ensuring our staff team has training in all areas. This ensures training plans are completed

and relevant training sessions are attended when required.
In addition to the child's learning journey we also undertake the 2-3 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. If the progress check suggests that a child may be experiencing some difficulties or delay in their development, it is shared with the parents and options/appropriate next steps are discussed.
We have regular staff meetings, peer observations and appraisals for all staff. We value opportunities to support their further professional development and all staff are encouraged to seek opportunities for this.

8. How will my child be included in activities outside St. Mary's including school trips?
We include all children in trips and outings. Where necessary any additional support is put in place through discussion with the parents and by carrying out thorough risk assessments and pre trip visits.

9. How accessible is St. Mary's?
St. Mary's Kindergarten is accessible to all with additional facilities where necessary. Accessible building and toilet/changing facilities are available. Limitation of the main building can be explained. We support families whose first language is not English and additional support from outside agencies will be sourced if required. All policies and procedures are current and reviewed regularly. Signs, posters and annotated pictures are used around the setting. We provide multi-sensory experiences as part of our core provision. We provide sensory play equipment and use visual aids. We seek advice and support from theInclusion Officer, when necessary.

10. How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?
<u>Joining St. Mary's</u>
On induction the key person /teacher and parents will meet and share information about the strengths and needs of the child. The child will have agreed trial sessions and/or attend the pre prep induction programme to become familiar with staff and the environment. The child will always be at the heart of all we do. We work with the parents and support the child together. Each child is assigned a key person/teacher and their role will be explained. Parents and the key person/teacher should agree a consistent approach to ensure continuity of care from home to setting.

<u>Transition to school or next setting.</u>
If a child is moving on to a new setting, the SENCO will contact the new setting if required and discuss the child's strengths and needs. The Key person and SENCO can attend meetings and share targets on PEPs and minutes of review meetings.
If your child is transitioning into prep liaison meetings between the child, teachers, key person, parents and SENCO will happen in the term before the move happens to ensure a smooth transition.

11. How are the St. Mary's resources allocated and matched to children's special educational needs?
All children's individual needs are closely monitored and where additional equipment is required this is either purchased or sourced. Where necessary we will access additional funding to provide specialist equipment. We regularly review all our equipment to ensure it supports the Early Years Foundation Stage appropriately.

12. How is the decision made about what type and how much support my child will receive?

The decision is made through ongoing detailed assessments. One Plans will be monitored and reviewed termly. We would involve any additional support considered or deemed necessary.

13. How are parents involved in St. Mary's? How can I be involved?

St. Mary's has an open door policy and we promote and value all parents' views and opinions. We encourage parents to talk, email or phone us if they have any comments or concerns. We encourage ongoing dialogue with their child's key person or teacher as well as a newsletter.

14. Who can I contact for further information?

Communication between parents and staff is key in order to support the child's overall care and mental health and wellbeing. A parents' first point of contact is their child's key person/teacher. St. Mary's has an open door policy and parents and carers are welcome to come in at any time to discuss their child's progress, face to face. We welcome comments and suggestions from parents, and take seriously any complaints or concerns that may arise. Appointments can be made to discuss progress in more detail at a mutually convenient time with the required parties.

Please discuss any concerns with the following staff:

- Your child's key person/teacher
- Kindergarten Manager – Ms S Violett – Contact 01206 211242
- SENCO/Assistant Director of Lower School (Pastoral) – Mrs D Adamson - Contact 01206 211242
- Director of Lower School – Mrs E Stanhope - Contact 01206 211242

KS1/2 School Offer

Setting: St. Mary's Lower School.

Address: 247 London Road, Colchester, Essex, CO3 8LT.

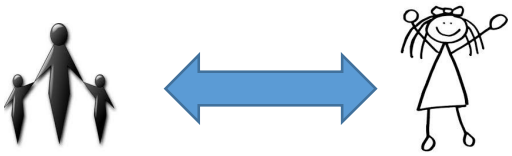
Director of Lower School: Mrs E Stanhope

SENCo/Assistant Director of Lower School (Pastoral):

Mrs D Adamson

Happy Girls, High Achievers

Website: www.stmaryscolchester.org.uk



At St. Mary's we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

1. How does St. Mary's know if children need extra help and what should I do if I think my child may have special educational needs?

At St. Mary's we aim to provide a caring learning environment, rich in stimulation, which will meet the needs of all pupils and foster their academic, emotional and physical development. The staff have high expectations of all pupils. Within St. Mary's it is the responsibility of all staff that share in working with children with SEND to ensure progress is evident. This is supported by the SEND Code of Practice: '*Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*' (Code of Practice 2015) The main emphasis is on integrating and accessing these children into the school Curriculum and at St. Mary's we are able to offer a broad and varied curriculum through a whole school approach.

Triggers for receiving SEN support at St. Mary's include the concern of teachers or others (including parents) backed by evidence that:

- A child is making little or no progress despite targeted teaching strategies
- A child has difficulty developing literacy and/or numeracy skills resulting in poor attainment
- A child has persistent emotional and/or social difficulties, not improved by normal strategies
- A child has sensory or physical problems and is making little or no progress despite specialist equipment
- Child with communication/interaction difficulties, making little or no progress despite differentiated curriculum.

2. How will St. Mary's staff support my child?

The delivery of the provision for children with learning difficulties can take place in the classroom setting and initially it is the responsibility of the Class Teacher. Teacher planning includes differentiated work for SEN children supported by the SENCO. Children who cannot access the work set after differentiation may be scaffolded on a 1:1 basis usually within the classroom. Depending on the nature of the child's difficulties, she may also be taken out

for specialised, in-school programmes. This process is all supported using a graduated approach.

3. How will St. Mary's create learning and developmental opportunities for individuals with SEND?

At St. Mary's we are a non-selective school who offers a broad, balanced curriculum. As well as a focus on the core academic subjects. Pupils' horizons are broadened through music, art, drama, forest schools and sport, some taught by specialist teachers and there are many trips and activities to bring a new dimension and enrich their learning. This allows every pupil to experience different ways of thinking and learning in a secure environment. Work and resources are differentiated to suit the needs of every child. For some children a greater level of differentiation is required because they have additional or special educational needs. We are sensitive to the developmental needs of the children in our care so that all children access the school curriculum in a way that is appropriate to their needs. We ensure there are resources available so that pupils who are developing at different speeds can access resources and support appropriate to their stage of learning and development.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

At St. Mary's we have an open door policy. The SENCO works on site full time Parents can contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice.

PEP's (Pupil Education Plans) are reviewed termly and available for parents to view. The SENCO regularly contacts parents to keep them updated with any issues or consideration of new strategies.

Using a graduated approach all children receiving support have regular input into their targets.

Pupils on the SEN register are made aware of the targets set on their Personal Education Plans (PEP) and are informed about their progress. The PEPs are discussed with the child so she is aware of targets set, any interventions involved and how they are going to achieve them.

Annual review meetings are held for pupils with EHC Plan to analyse old goals, set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting. Parents of children who have an EHC Plan are invited to a separate Annual Review in Year 5 for the amendment of the statement ready for secondary school. Parents of children who have SEN support or an EHC Plan are invited to discuss transitional provision during Year 6.

The SENCO attends multidisciplinary meetings at the hospital with parents if invited by them.

At St. Mary's Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.

5. What support will there be for my child's overall well-being?

St. Mary's have detailed policies and procedures in place to ensure the development of your child's mental health and well-being. We have clear policies for the administration of medication, and for providing personal care. We pride ourselves on being an inclusive provision ensuring children with SEND are supported, listened to and included within the setting. Through close relationships with the children and their teacher/SENCO and LSAs we ensure all children feel valued and supported. Staff receive regular training to ensure a consistent approach is given to all children.

6. What specialist services and expertise are available at or accessed by St. Mary's?

All our class teachers are qualified teachers and regularly undertake personal and SEND training from both internal and external sources.

The SENCO is used to assess children for indicators of Specific Learning Difficulties.

Analysis of the following data takes place regularly

- Individual assessments – Reading, writing, phonics, spelling, SPaG and Mathematics
- Daily learning objectives within lessons
- Reading standardised scores
- Optional and end of year Key Stage assessments and mocks

Access Arrangements

At St. Marys the key principle behind access arrangements is that barriers caused by a need or disability should be reduced or removed without giving the candidate an unfair advantage. Also the candidate should be able to answer the paper using the normal methods of working that they use in school. When pupils have a need which prevents them from accessing examinations, provision will be made. To support access arrangements students may need to be assessed by an independent individual, using formal tests to satisfy criteria set by the examination boards. Permission will only be granted where arrangements are:

- Their normal way of working
- Meet the conditions set out by the examination boards
- Backed by evidence which shows that the arrangements indicate a significant improvement in performance.

If pupils are identified as needing specific arrangements, they may take one of the following forms.

- Scribe
- Reader
- Extra time/rest breaks
- Use of a computer
- Colour deficiency
- Visual impairment

There may be instances where students have very specialist requirements not covered by the above. The school will judge these and endeavour to make appropriate provision. Guidance for Access arrangements are the responsibility of the SENCO, as well as all staff being responsible to collate supporting evidence for pupils.

7. How are staff trained to support children with SEND?

The SENCO has completed the new SENCO training. The Director of Lower School is responsible for ensuring the staff have current and relevant training in all areas. This ensures training plans are completed and training sessions are attended when required.

We have regular staff meetings, peer observations and appraisals for all staff. We value opportunities to support individual's further professional development and all staff are encouraged to seek opportunities for this. In school, training is arranged by the SENCO for specific SEN topics and medical conditions.

Currently there are two Practitioners and two LSAs employed by the school.

8. How will my child be included in activities outside St. Mary's including school trips?

We include all children in trips and outings. Where necessary any additional support is put in place through discussion with the parents and by carrying out thorough risk assessments and pre trip visits.

9. How accessible is St. Mary's?

Accessible building and toilet/changing facilities are available. Limitations of the main building can be explained. We support families whose first language is not English and additional support from outside agencies will be sourced if required.

10. How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

Joining St. Mary's

On induction the Director of Lower School and/or SENCO will meet with parents, if required, to share information about the strengths and needs of the child. The child will have agreed trial days. At St. Mary's we work with the parents and support the child together. Parents and the teacher should agree a consistent approach to ensure continuity of care from home to school.

Transition to school or next setting.

All girls attend taster days at the Senior School in Year 5 and 6 on several occasions to familiarise themselves with the staff, school structure, and main site . All pupils have a buddy in year 7 to help then settle in. If required a transition meeting will occur with senior school staff and the SENCO to discuss the child's needs and ensure a smooth transition. If a child is moving on to a new setting, the child's SENCO will contact the new setting if required and discuss the child's strengths and needs. The teacher and SENCO can attend meetings and share targets on PEPs and minutes of review meetings.

11. How are the St. Mary's resources allocated and matched to children's special educational needs?

There is a regular needs audit. Specialist resources are available to aid learning across the school. eg lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, easy grip rulers, tri faceted pencils, pencil grips, sit and move cushions and writing slopes.

All children's individual needs are closely monitored and where additional equipment is required this is either purchased or sourced.

12. How is the decision made about what type and how much support my child will receive?

The decision is made through ongoing detailed assessments using the graduated approach. Personal Education Plans will be monitored and reviewed termly with the child, teacher and the SENCO and made available to the parents. We would involve any additional support, considered or deemed necessary.

13. How are parents involved in St. Mary's? How can I be involved?

St. Mary's has an open door policy and we promote and value all parents' views and opinions. We encourage parents to talk, email or phone us directly if they have any comments or concerns. We encourage ongoing dialogue with their child's teacher. We produce a fortnightly newsletter and a weekly Homelinks. Regular written contact can also be made through the child's reading records.

14. Who can I contact for further information?

Communication between parents and staff is key in order to support the child's overall care and mental health and well-being. A parents' first point of contact is their child's teacher. St. Mary's has an open door policy and parents and carers are welcome to come in at any time to discuss their child's progress, face to face. We welcome comments and suggestions from parents, and take seriously any complaints or concerns that may arise. Appointments can be made to discuss progress in more detail at a mutually convenient time with the required parties.

Please discuss any concerns with the following staff:

- Your child's teacher
- SENCO/Assistant Director of Lower School (Pastoral) – Mrs D Adamson
- Director of Lower School – Mrs E Stanhope

Contact 01206 211242

Special Educational Needs - School Offer for KS3/4

Setting: St Mary's Senior School **Address:** 91 Lexden Road, Colchester, Essex, CO3 3RB

Principal: Mrs Hilary Vipond

Director of

Senior School: Miss Anwen Jones

SENCO: Mrs Lucille Callaghan

Website: www.stmaryscolchester.org.uk

1. **How does St Mary's Senior School know if students need extra help and what should I do if I think my daughter may have special educational needs?**

We aim to provide a caring learning environment, rich in stimulation and content, which will meet the needs of all the students. We foster her academic, emotional and physical development to ensure each girl reaches her full potential. Our members of staff have high expectations for all the students in their classes/subjects. It is the responsibility of everybody working with our students with SEND to ensure that progress is evident. The SEND Code of Practice supports this: 'Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.' (Code of Practice 2014). The main emphasis is on integrating these students and enabling them to access the school curriculum. We are able to offer a broad and varied curriculum through a whole school approach. If you feel your daughter may have special educational needs please contact the school through your daughter's tutor in the first instance. The SENCO is also available, by email or telephone, should you prefer to contact her directly.

Triggers for receiving SEND support at St Mary's include the concern of teachers, parents, previous school information and outside agencies, backed by evidence that:

- A child is making poor progress despite targeted teaching strategies.
- A child has difficulty in further developing literacy and/or numeracy skills resulting in lower attainment.
- A child has persistent emotional and/or social difficulties, not improved by normal strategies.
- A child has sensory or physical difficulties and is making little or no progress despite specialist equipment.
- A child with speech, language communication and/or interaction difficulties is making little or no progress despite a differentiated curriculum.

2. **How will the staff at St Mary's Senior school support my daughter?**

It is the responsibility of all subject teachers at the Senior school to ensure every girl is able to access the curriculum irrespective of whether they have SEND or not, through excellent classroom teaching.

- teacher planning includes differentiated, tasks, questions, tools, strategies and resources for our students with SEND within the constraints of the subject matter/topics;
- certain subjects stream for differentiation, e.g. Mathematics; Modern Foreign Languages (MFL) and English
- A greater range of course options are available at KS4 which include a practical application of skills
- Subject teachers offer "catch up" sessions which are available to any girl who would like additional help, advice or support

- individual/group support is offered by the SENCO, during lunch-times following specialised programmes which target specific individual needs (the "graduated approach")
- Following Year 7, 8, 9 and 10 Reading and Spelling Assessments, students with Literacy difficulties are offered small group intervention during a lunch-time, which is provided by English Subject Teachers
- Year 8 students with reading difficulties are offered the opportunity to take part in our Reading Mentor Scheme, provided weekly by Gifted and Talented Year 10 students during morning registration
- Students in Year 11 may be offered Mentoring Support through the schools Mentoring Programme. Here students will meet with their Mentor (a subject teacher) each week, for advice, support and guidance whilst preparing for their GCSE examinations
- ICT software and resources are available for use, such as the Read and Write Gold software, the use of reading pens, laptops and ipads can also be used to facilitate and support learning both within the classroom and through Access Arrangements in examinations
- Students with SEND may be given extra time, a reader, access to a computer or special considerations may be applied during examinations.
- When and where necessary we will call upon the advice and support offered by outside agencies, consultants, therapist, doctors and counsellors who can offer CPD training for staff or work with individual students if need be.

3. How will St Mary's Senior |School create learning and developmental opportunities for individuals with SEND?

As we are a non-selective school we offer a broad and balanced curriculum. Students have lessons in Study Skills, the aim of which is to enable them to decide on their preferred learning style and to help with, for instance, time management. Our Learning Skills Co-ordinator offers support with revision techniques; Form Tutors, Subject Teachers and Heads of Departments are also all available to provide specialist subject support. Students with SEND sometimes need guidance to help them to break down the barriers to their learning and this is an area, which can be developed through self-discovery and the opportunity to learn more about themselves. The students' horizons are broadened through subjects such as music, art, drama, sport, with many trips and activities planned to bring a new dimension to their learning. This allows every student to experience different ways of thinking and learning in a secure environment. Work and resources are differentiated to suit the needs of every student; this personalisation continues as they develop to ensure that the provision that is on offer meets their needs. For some students a greater level of differentiation is required because they have additional or special educational needs. We are sensitive to the developmental needs of the students in our care so that they are all able to access the school curriculum in a way that is appropriate to their need. We ensure there are resources available so that students who are developing at different speeds can access support appropriate to their stage of learning and development.

4. How will both you and I know how my daughter is doing and how will you help me to support her learning?

We have an open door policy and the SENCO is on site, each school day. She is available at Parents' Evenings to discuss the progress of your daughter; in addition, parents can contact the school to make an appointment to see the SENCO at any convenient time if they have a concern or need advice. The SENCO regularly contacts parents to keep them updated with any issues or consideration of new strategies, by telephone, email, clarion call and through postcards and notes in student planners. Following the graduated

approach, each student receiving support has regular input into her targets in consultation with subject teachers and parents.

At St Mary's students with SEND receive equal opportunities to participate in all school activities and roles of responsibility.

Currently we have no students with Education and Health Care Plans (EHCPs) but if a student with an EHCP joined our school we would follow the guidelines set out in the Children and Families Act 2014. That is to say parents of children who have an Education and Health Care Plan would be invited to discuss their child's progress at the Annual Review meetings which are held for students to analyse old goals, set new targets and determine strategies to improve attainment. Students with EHCPs would, be asked to record their views about school on the pupil review section of the paperwork and invited to discuss their achievements at the start of the Annual Review meeting. The SENCO is happy to attend multi-disciplinary meetings with parents.

5. **What support will there be for my daughter's overall well-being?**

There are detailed policies and procedures in place that ensure your daughter's well-being. This includes a Mental Health and Well-being policy. We have a Social, Emotional and Well-being Team within school which consists of the SENCO, the Well-being co-ordinator and the Head of PSHEE. This teams meets weekly to discuss our graduated approach to supporting students socially and emotionally within school. We have clear policies for the administration of medication, and for providing personal care. We pride ourselves on being an inclusive provision ensuring children with SEND are supported and included in the school. Through close relationships with the students, their teachers, parents and the SENCO we ensure that all students feel valued and supported. All staff receive regular training to ensure a consistent approach is given to all the students.

6. **What specialist services and expertise are available at, or accessed by, St Mary's Senior school?**

The SENCO assesses the students for a variety of learning difficulties and will refer students to external agencies if she feels further investigation is necessary. We have contacts with Educational Psychologists, Speech Therapists, MIND Counsellors and specialist Dyslexia trained teachers. We also work alongside the Health-Care professionals who provide services, treatment or support to our SEND students.

St Mary's School has two computer programs, which are used to assess children for indicators of the Specific Learning Difficulties of Dyslexia and Dyscalculia. We can also screen students for Visual Stress/Irlens Syndrome and can carry out in-depth Academic and Psychometric Assessments on individual students if and when needed.

Analysis of the following data takes place regularly:

- Reading and spelling assessments for Years 7, 8, 9 & 10, carried out in September each year
- New students joining later in the year will also be tested on their reading and spelling
- Results from the Year 6 standardised entrance tests
- A standardised entry test for students joining us in year 7
- Year 7 MIDYIS and Year 10 Yellis test scores and data are used to track Individual Pupil Progress
- St Mary's School Assessment Policy is used within Departments to monitor and track Individual Pupil Progress within each subject End of year examinations

7. **How are staff trained to support children with SEND?**

The SENCO at the senior school has completed the new SENCO training. She has also completed her Academic and Psychometric Assessment Qualification and Access Arrangement training. She regularly attends training to update her knowledge and remains in contact with SENCOs and colleagues from other local and neighbouring schools; meeting termly to support each other with recent changes in legislation, and expectations for excellent practice. The Principal is responsible for ensuring our staff have current and relevant training in all areas. There are regular staff meetings where the SENCO shares relevant information with her colleagues and INSET sessions are arranged as necessary. In - school training can be arranged by the SENCO in conjunction with the Director of Senior School for specific SEND topics and medical conditions. All staff can refer to information stored in the staff shared area on the computers and have access to a variety of materials to support teaching and learning in the classroom, e.g. coloured paper, overlays, useful information, books etc.

8. How will my daughter be included in activities outside St Mary's including school trips?

We include all the students in trips and outings. Where necessary any additional support is put in place through discussion with parents and by carrying out thorough risk assessments and pre-trip visits.

9. How accessible is St Mary's?

There are some limitations in accessibility due to the nature of our buildings. We have a disabled lift and accessible toilet in the studio building and are able to support students with temporary mobility issues by re-rooming lessons. However, it may be difficult to accommodate students with long - term mobility issues. Toilet and changing facilities are available. We support families whose first language is not English and additional support from outside agencies will be sourced if required.

10. How will the school prepare and support my daughter to join, transfer to a new school or on to the next stage of education and life?

<u>Joining St Mary's</u>

On induction the Director of Senior School, the Registrar and/or SENCO and the Head of Year will meet with parents, if required, to share information about the strengths and needs of your daughter. She will then be offered agreed trial day/s. At St Mary's we work with the parents and support your daughter together so there will be a consistent approach to ensure continuity of care from home to school. If you have any paperwork relating to your daughter's SEND please give it to the SENCO so she can ensure any needs are met as soon as possible. If your daughter is joining us from our Lower School the respective SENCOs will meet to share information. If she is joining us from another setting we will contact the school and discuss any needs your daughter may have, in order to ensure a smooth transition. We have a strong Buddy system and all new students are given a Buddy who will help them to settle socially, at the Senior School.

<u>Transition to further education</u>

On leaving St. Mary's School, all SEND records will be passed on to the new setting, be it the Sixth Form College, Colchester Institute or another secondary setting. If your daughter has been granted Access Arrangements for her GCSEs this paperwork will also be forwarded to the relevant person in order for the arrangements to be continued if still necessary. If leaving before the end of Year 11 any SEND information will be passed on if you are agreeable. The SENCO is also part of the North East Essex Teaching Association.

11. How are the St Mary's resources allocated and matched to children's special educational needs?

There are a variety of resources available from the SEND department which can be lent to departments as necessary. The students' individual needs are closely monitored and, where additional equipment is required, this is either purchased or sourced. For example: pen/hand-grips; leaning boards; support cushions; reading pens; fiddle boxes and coloured overlays. The Learning Support department also has a laptop and iPad that students can use to facilitate and support their learning.

12. How is the decision made about what type and how much support my daughter will receive?

Students requiring a higher level of support, as called for by the graduated approach, will be offered additional support lessons which usually last for 30 minutes and are arranged to cause as little disruption to individual subjects as possible. Many of these sessions take place each week during lunch-times. The decision to offer additional support lessons is made through ongoing detailed assessments and monitoring of progress within each subject and in consultation with students, parents, Form-Tutors and Heads of Year.

13. How are parents involved in St Mary's? How can I be involved?

St Mary's has an open door policy and we value all parents' views and opinions. We encourage parents to email or telephone us directly if they have any comments or concerns. We encourage ongoing dialogue with the Form Tutors, Heads of Year and subject teachers. Your support is also invaluable in encouraging your daughters to keep up to date with their homework, by reading and signing their diaries weekly and by attending Parents' Evenings as well as meetings with the SENCO to discuss their progress or future needs. From time-to-time the SENCO may set extra work for SEND pupils to complete at home in the evenings and over long school holidays. This enables the work being completed in school to be reinforced and helps parents to form an understanding of the support being offered to their daughter in school.

14. Who can I contact for further information?

Communication between pupils, parents and staff is key in order to best support the students overall care and mental health and well-being. Parents and carers are welcome to make appointments at a mutually convenient time to discuss their daughter's progress
Please discuss any concerns with the following staff:

- Your daughter's Form Tutor
- Your daughter's subject teacher/s
- Your daughter's Head of Year
- The school SENCO – Mrs L Callaghan
- The Director of Senior School - Miss Anwen Jones
- The Principal – Mrs Hilary Vipond

Contact 01206 572544