



## **St Mary's Catholic School Special Education Needs (SEN) Information Report**

*At St Mary's Catholic School, we believe that high quality relationships amongst everyone in our community are at the heart of our ethos. At St Mary's we:*

- *Support our students towards excellent academic achievement.*
- *Strive to value and nurture each child as a unique individual, blessed with God-given gifts and talents.*
- *Offer students wonderful opportunities for spiritual growth and development.*
- *Encourage our students to use and develop their gifts and talents to the full.*

### **SEN information**

The aim of this document is to provide information to families about the variety of ways in which we ensure that children with Special Educational Needs are supported to reach their potential. St Mary's is committed to providing an education that enables all pupils to make progress, and we embrace the fact that each child is an individual and therefore receives provision and support to reflect their individual needs.

Our most recent OFSTED inspection noted that 'students with learning difficulties and/or disabilities receive excellent support in lessons' and that 'support staff are very well deployed and provide valuable support to vulnerable groups'. Learners with learning difficulties and/or disabilities were also seen to be making Outstanding progress.

By working in partnership with parents and carers, the SEN Department aims to raise the achievement of our pupils and ensure they have all the same opportunities as every other child. For some children, this may be a temporary difficulty, while others may need additional support throughout their time at St. Mary's.

Outlined below are methods of support available for children with additional need. Other useful documents such as our SEN and Inclusion Policy are available on the school website at [www.st-marys.newcastle.sch.uk](http://www.st-marys.newcastle.sch.uk). If you would like any further information about what we offer here at St Mary's, please contact Ms Coady, SENCO on 0191 2153260.



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### **School entitlement offer to pupil with additional needs**

For all pupils at St Mary's who have a special education need, we:

- Ensure that the needs of pupils with SEN are identified, assessed, planned for, and regularly reviewed to improve outcomes.
- Recognise the family as an expert on their child and work in close partnership with them.
- Deliver high quality teaching, and differentiate the curriculum and resources to promote pupil progress.
- Have an experienced team, led by our SENCO, with LSA's who can provide guidance and assistance.
- Make information of your child's needs readily available to teaching staff.
- Provide support staff for students with SEN throughout the school to promote pupil progress and independent learning.
- Routinely evaluate teaching resources to ensure they are accessible for all pupils.
- Monitor access to teaching and learning for pupils through the schools self-evaluation process.
- Seek advice and guidance from outside agencies such as the Educational Psychology Service, SENTASS and CPYS to ensure any barriers to learning and successfully recognised and responded to.
- Use needs based IEP'S and child friendly targets, and involve pupils, parents and staff to write, implement and review them. This information helps us to make informed future planning and provision.
- Provide Access arrangements for examinations for students with SEN's.
- Offer Primary to Secondary and Post-16 transition support for pupils, ensuring a continuation of provision for pupils within these stages.
- Ensure support for families and services are signposted, which may offer appropriate support or advice via the Local Offer.



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Specific provision is provided for those with the following areas of need:

Type of SEN provision which is made at St Mary's Catholic School	Type of support/withdrawal provision for St Mary's Catholic School
<p><b>Communication and Interaction Needs</b> e.g:</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder</li> <li>• Speech, Language and Communication Needs</li> </ul> <div data-bbox="236 797 703 1133" style="text-align: center;"> </div> <p style="text-align: center;">Artwork created for World Autism Day</p>	<p>We offer:</p> <ul style="list-style-type: none"> <li>• Support and supervision before school and after, as well as during break times and lunch times in our Inclusion Suite.</li> <li>• Strategies to support and speech and language development.</li> <li>• Small targeted withdrawal groups to target skills specific to ASD or SLC needs.</li> <li>• ICT to remove barriers to learning wherever possible.</li> </ul>
<p><b>Cognitive and Learning Needs</b> e.g:</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Specific Learning Difficulties (SpLD)</li> </ul> <div data-bbox="226 1630 715 1995" style="text-align: center;"> </div> <p style="text-align: center;">Pupils taking part in Fresh Start withdrawal</p>	<p>We provide:</p> <ul style="list-style-type: none"> <li>• LSA's with OCR accredited Level 3 qualifications in dyslexia.</li> <li>• Time and support for children with additional needs to process information and ideas.</li> <li>• Access to the curriculum and independent learning through the use of support staff, ICT and specific interventions.</li> <li>• Small targeted withdrawal groups to improve skills in areas such as Literacy and Numeracy e.g. Read Write Inc: Fresh Start.</li> <li>• Assessments of pupils for access arrangement for school assessments and external exams.</li> </ul>



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<p>classes</p>	<ul style="list-style-type: none"><li>• Support and guidance from SENTASS to ensure barriers to learning are identified and acted upon.</li><li>• Learning aides such as coloured overlays and reading rulers to help support students within school.</li><li>• Regularly assessments pupils and report progress to parents and staff.</li></ul>
<p><b>Social, Emotional and Mental Health:</b> e.g:</p> <ul style="list-style-type: none"><li>• Emotional Difficulties</li><li>• Mental Health Conditions</li><li>• Social Difficulties</li></ul>	<p>We ensure that:</p> <ul style="list-style-type: none"><li>• Our behaviour management systems are based on encouraging pupils to make positive decisions, and rewarding positive behaviour.</li><li>• The Inclusion Suite provides quiet time and space for students, with LSA's available throughout the day.</li><li>• We work closely with our feeder primary schools to ensure effective transition. We use personalised extended</li><li>• We seek support from outside agencies such as the School Health Advisor and Children's and Young Peoples' Services (CYPS).</li><li>• We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities.</li><li>• Our behaviour policy allows for reasonable adjustments or changes to ensure that the need for exclusion is kept to a minimum.</li></ul>



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	<ul style="list-style-type: none"><li>• Our staff deliver outstanding pastoral care.</li><li>• The SENCO and pastoral staff work closely together to ensure additional pastoral support is available for students with SEN.</li></ul> <p>&gt;Further information is available from our Bullying Policy available on the school's website.</p>
<p><b>Sensory/Physical Needs:</b> e.g:</p> <ul style="list-style-type: none"><li>• Hearing/visual Impairment</li><li>• Multi-sensory Impairment</li><li>• Physical Disabilities</li><li>• Medical Needs</li></ul>  <p><b>All our entrances allow for wheelchair access</b></p>	<p>We provide:</p> <ul style="list-style-type: none"><li>• Support and aides to ensure access to the curriculum and develop independent learning.</li><li>• Designated first aid trained staff within the LSA Department.</li><li>• Support from agencies such as Occupational Therapy and Physiotherapists.</li><li>• Access to medical interventions. We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed.</li><li>• A collaborative approach through working closely with SENTASS Hearing and Impairment and Visual Impairment Teams to ensure all pupils' needs are met.</li><li>• Disabled toilets on the ground, first and second floor.</li><li>• Entrances to our school with wheelchair access.</li><li>• A lift to allow ease of movement between our ground, first and second floor.</li><li>• Small group or targeted intervention programmes to help</li></ul>



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	pupils improve skills e.g The Motor Planning programme, and Static and Dynamic Balance programme, both develop by Paediatric Occupational Therapy.
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### **SEN support-four part cycle**

In line with the SEN guidance from the 2014 COP, we operate a cycle of Assess, Plan, Do, Review. This approach is built into the school's monitoring of progress and development.

#### Assess

The subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

#### Plan

Parents will be formally notified via their child's Head of Year or the SENCO. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil.

#### Do

The subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

#### Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. Reviews will be held with parents three times per year. The subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, St Mary's will consider involving specialists. St Marys School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.



## **St Mary's Catholic School Special Education Needs (SEN) Information Report**

### **Useful contacts**

**Families, Advice and Support Team** (supports families with disabled children from birth to 25 years)

Contact details:

Northern Counties Site

Tankerville Terrace

Jesmond

Newcastle upon Tyne

NE2 3BB

Admin: 0191 281 8737

Email: [information@skillsforpeople.org.uk](mailto:information@skillsforpeople.org.uk)

### **Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service, (formerly known as the Parent Partnership Service)**

Parents can contact this local advice service for impartial information, advice and support in relation to their child's SEN and/or disability.

The Parent Partnership Officer can be contacted on 0191 284 0480

or by e-mail: [judith.lane@newcastle.gov.uk](mailto:judith.lane@newcastle.gov.uk)