



Growing in faith: loving and learning together with Jesus

Headteacher: Mrs L Waldram, BSc (Hons) PGCE

St. Mary's Catholic Primary School St. Vincent's Catholic Primary School

SEN Information Report

(School Local Offer)

1st September 2022

The Government has published a range of provisions to improve the quality and scope of support available to children and young people with special educational needs, as well as their parents.

Included in these provisions is:

A requirement for local authorities to publish a "Local Offer" of services to disabled children and young people and those with special educational needs (SEN).

A requirement for individual schools to publish a SEN Information Report, to outline provision for children and young people with disabilities and SEN.

You can access this information via the following links:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

At St Mary's & St Vincent's Catholic Primary Schools we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCO, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent mental health services (CAMHS), to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement, by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.



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1. How does the school identify and organise support for children with special educational needs?

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014.

We recognise that children with SEN or Disabilities may be identified by parents, teachers, support staff, outside agencies or any person involved with the child.

Please refer to the School's SEN Policy for more specific information. This is available on the School's website.

2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's class teacher in the first instance, who will liaise with the appropriate staff within the School.

General information on the School's policies and procedures, and communications with parents can be found on the School's website.

Parents/Carers can contact the school via telephone or letter and can make an appointment to see relevant staff.

Scheduled meetings with parents across the academic year include:

- Parent consultation meetings
- Transition meetings where appropriate
- Annual/Bi-annual Review meetings

3. How will parents/carers be informed about a child/young person's progress within the school and how will his/her progress be measured?

Progress will be measured through:

- Regular assessments
- Target setting with associated outcomes
- Personal Learning Support Plans (former IEPs)



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Parents will be informed about progress through:

- End of Year reports
- Parent consultation meetings
- Telephone calls / emails / parental meetings in School if appropriate

4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

Partnership with parents / carers plays a key role in enabling children with SEN to achieve their potential. The School recognises that parents / carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and the best ways of supporting them.

All parents / carers of children with SEN will be able to access support through:

- Initial meetings with relevant staff and regular opportunities to discuss progress, concerns and developments, and be involved in setting targets and agreeing outcomes
- Liaison with professionals
- Support from family workers / chaplaincy support
- Parents / carers may be signposted to relevant external agencies and support groups such as The Parent Partnership

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

In line with our Christian ethos, we are an inclusive school and strive to ensure the wellbeing of all our children/ young people regardless of their needs. We believe that all children/ young people have the right to an education that develops their God-given potential.

Wellbeing is supported through the following:

- Each teacher has a knowledge and understanding of children/ young people in their care
- Medical needs are addressed as required



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- Some children may have a Care Plan
- Medicines are administered in line with the relevant policy
- Chaplaincy/ Family Worker supports children/ young people and their families
- Signposting to external agencies to support the wellbeing of the child
- In-school interventions , which may include
 - Self-esteem groups
 - Social skills groups
 - Lunch time support
 - Behaviour support strategies

Please refer to school policies for further information.

6. How will teaching be adapted to support the child/young person with special educational needs?

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

Differentiation may take the form of adapted resources, differentiated tasks and / or a modified curriculum.

The school SENDCO and external agencies may provide advice and resources to support teachers in delivering high quality teaching that is differentiated and personalised to meet individual needs.

7. What different types of support can the child/young person receive in school?

All teachers have appropriate qualifications and are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.



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All teachers and support staff receive regular and appropriate training to ensure they are kept up to date with, and informed of new developments and research.

Individual staff may receive specific training to meet the needs of a particular child.

Support for children may vary according to their individual learning or medical needs, and could include:

- Participation in intervention groups which addresses their particular needs
- Timetables may be adapted to meet individual needs
- In-class support
- 1:1 or small group work to address the targets in a child's personalised learning support plan

8. How will the school support your child/ young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

Additional support is available to enable all children to access and enjoy unstructured times, such as lunchtimes and playtimes.

Specific arrangements may be made for particular children to meet their individual needs during unstructured times in the School day.

Risk assessments for individual pupils and for particular activities are completed in conjunction with the SENCO where relevant and necessary. Support is provided on school trips and visits as required.

The School complies with the Disability Discrimination Act (2010) in making reasonable adjustments for students with SEND.

Parents are consulted and are involved in the planning of all school trips and educational visits.





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9. How does the School involve children/young people in decisions that affect them?

At St Mary's Primary Catholic School we believe that each student is created in the image of God and is unique. All students have specific educational needs and are entitled to the best possible teaching support. Every student with SEN and disabilities in this inclusive school is entitled to fulfill his/ her optimum potential.

We aim to ensure that all learners express their views and are fully involved in decisions which affect their education as much as possible and as far as they are able.

This is achieved through the School Council, Chaplaincy meetings, Parent Consultation Days and participation in Annual Review meetings.

10. How are the school's resources allocated to support children/young people with SEND?

The School allocates its' resources in accordance with the Local Authority Budget and individual pupil's Statement of Special Educational Needs or Education and Health Care Plan.

A proportion of the School's delegated budget is available to pupils with identified Special Educational Needs and / or Disabilities. This budget is allocated to staffing, physical and educational resources, and staff training.

SEND support across the School is mapped, reviewed and evaluated on an ongoing basis by the SENCO and is allocated according to individual needs and advice from external professionals. The SENCO provides a written report evaluating the effectiveness of the SEN provision to the Governing Body at least annually and meets with the SEN Link Governor on a regular basis.

11. What services external to the school can provide support to children with SEN?

As a School we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in School to provide observations, reports, advice for teachers and parents, and to attend professionals meetings.

The external agencies may include:

- Local Authority Special Educational Needs Service (SENS)
- Educational Psychology Service (EPS)





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- Early Years Support Team (EYST)
- Autism Team
- Child and Adolescent Mental Health Service (CAMH)
- Child Bereavement, Trauma and Emotional Wellbeing Service (CHUMS)
- Early Intervention and Prevention Service (EIPS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- The Hearing Impaired Team (HI)
- The Visually Impaired Team (VI)
- The Edwin Lobo Child Development Centre (ELC)
- School and Community Nursing Service
- Social Services
- The Virtual School for Looked After Children (LAC)
- Young carers
- Any other relevant professionals

12. How are staff in the school supported to work with children/young people with special educational needs and what training do they have?

Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

All teachers receive regular and appropriate training in order for them to deliver high quality teaching that is differentiated and personalised to meet individual needs. This training will be a



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mixture of 'in house' and externally sourced specialist and leads to Continual Professional Development.

As a School we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in School to provide observations, reports, advice for teachers and parents, and to attend professionals meetings. We have close links with the Local Authority's SEN team.

Please refer to the School's SEN policy which is updated every 2 years and published on the School's website.

13. How will the school support the child/young person in moving on to another school or college or to the next key stage in their education or life?

We have an effective transition programme and established links with our secondary feeder schools, which includes:

- Professionals meetings to discuss individual pupil's needs
- Additional advice and support sought from external professionals
- Transfer and exchange of information, which includes assessment data
- Home visits to meet with parents of pupils with particular needs
- Additional visits to the School

14. How accessible is the setting/school environment?

St Mary's Catholic Primary School is not fully wheelchair accessible; however, adaptations and reasonable adjustments are made as necessary, including:

- Access into School premises
- Adaptations to timetable
- Provision of equipment and aids
- Disabled toilet and changing facilities

Please refer to the School's Disability, Access and Equality policy which is available on the School's website.



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15. Who can parents/carers contact for further information at the early years setting/school?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's class teacher in the first instance, who will liaise with the SENCO/ Headteacher, where appropriate to provide additional support / intervention.

General information on the School's policies and procedures, and communications with parents can be found on the School's website.

If your child has additional needs and you are considering applying to the School, please contact the Headteacher / SENCO via the School office for an initial visit and details on how to apply.

Applications for students with a Statement of Special Educational Needs or Education and Health Care plan should be made in conjunction with the Special Educational Needs Assessment Team at the Local Authority.

The Central Bedfordshire Council website contains information on facilities and services for all students with Special Educational Needs and Disabilities across Central Bedfordshire, and contains a link to the Central Bedfordshire Local Offer.

