



St Mary's Catholic Primary School, Loughborough

SEND Information Report

2024-2025

Our School Values and Ethos:

Every child, parent, governor, and member of the school community is unique in self, unique in qualities to offer. All aspects of our School, the relationships, the curriculum, the policies, the aims and objectives, the pastoral care and discipline have the potential to speak of God's presence in our lives helping us to unlock our potential. The purpose of a Catholic school is to jointly 'hand on the faith' in partnership with home and parish. The faith journey is begun by parents at Baptism and our aim is to support each child in their journey of faith, working alongside parents, the first educators of the children. As a Catholic school we value the importance of the spiritual journey made by pupils, staff, parents, parishioners, governors, and parish priests with the school acting as a cornerstone.

Mission Statement:

With Jesus as our guide
We promise to care for one another
To work hard
To build a community in Christ's Love

Duty to Promote Wellbeing

The Education and Inspection Act 2000 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of our whole school community and fully recognise the significant connection between wellbeing and learning.

Written by:

J Rutledge Deputy Headteacher & SENDCo



Last reviewed on: October 2024

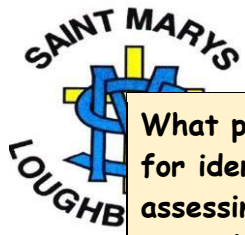
Next review due by: October 2025

How does Saint Mary's Loughborough know if my child needs extra help?

We have a number of methods to help us identify a child's needs and how we can put in place additional support. Information is passed to us from any prior setting, identifying how their needs have been supported. The children will be identified further if they show a lack of progress in any area. Progress is reviewed regularly using:

- Summative assessments
- Early Years Foundation Stage (EYFS) Early Learning Goals
- Phonics Screening in Year 1
- SATS in Year 6
- Pupil Progress Meetings (Termly)
- Assessment for Learning (AfL), which a teacher carries out ongoing to assess the achievement and progress of each child in their class and will enable them to be aware of if a child is making slower than expected progress
- Diagnostic assessments for specific concerns e.g., dyslexia screening / dyscalculia screening / standardised tests / non-verbal reasoning tests
- Progress is tracked using our progress tracking system

If parents / carers are concerned about their child, they can make an appointment in the first instance with the class teacher. If you are still not satisfied after the meeting, then you can request a meeting with the SENDCo via the school office.



What policies do you have for identifying and assessing my child with Special Educational Needs and Disabilities (SEND)?

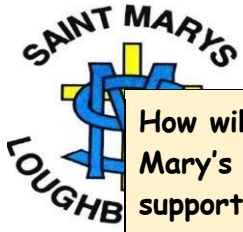
- SEND Policy
- Whole School Approach to Mental Health Policy
- Equality Act - Disability and Discrimination and Race Relations
- Accessibility Plan
- Intimate Care Plan

These policies discuss how we meet the provision for all pupils regardless of whether they have an Educational Health Care Plan (EHCP) or not.

What should I do if I think my child has SEND?

Parents / carers can make an appointment with the class teacher in the first instance, to discuss their child's progress. Parent's Evenings are also an opportunity for this to take place. Alternatively, you can make an appointment with the SENDCo, who can be contacted via the school office.

We are committed on working in partnership with parents / carers and value your input as it is essential to gather information we need to best meet your child's needs in our school. It may be that we suggest you seek support outside of our school, for example: the G.P. or an optician. We would always encourage all children to have annual eye tests (free at any optician) whether there are concerns or not; this is recommended by the NHS.



How will I know if Saint Mary's Loughborough supports my child?

There are many opportunities for parents / carers to be involved in how we support your child. You will be involved in a variety of ways:

- Annual review meetings, if your child has an EHCP
- Meetings with external agencies
- Informal meetings
- Target sheets
- Parents evenings

Any additional support your child is receiving will be explained to you and you will be asked for your feedback on their targets and progress.

Children who are on the SEND Register 'Status K' have a personalised blue folder that is kept in the classroom. These blue folders hold all the relevant information about the child's SEND and have up-to-date targets identified and evidence towards those targets. All targets are reviewed half-termly and copies of the targets are sent home to parents. Each child with a blue folder also has a One Page



	<p>Profile, which is reviewed termly in consultation with the child, to best meet their individual needs. All staff promote an awareness of different learning styles through a variety of learning activities and include these on their planning. Classroom organisation improves learning opportunities, for example, grouping children, using Information Communication Technology (ICT), Using Support Staff, Using Visual Aids. The learning is planned to enable the children to access the learning in their classroom. As well as this, any homework is set, is also required to meet their needs to support them in the classroom. We ensure that all tasks set are appropriate to meet the ability of the child. If you have any concerns about this, please contact your child's teacher in the first instance, and then the SENDCo if you are not happy with how this has been resolved.</p> <p>For children who are on the SEND Register 'Status WATCH' we monitor their needs closely, as they have been identified by the Class Teacher or SENDCo for requiring additional support but not yet met the threshold to be SEND Status K. We aim to input children at 'WATCH' if their needs are not always met in class (Wave 1 on the Three Waves of Intervention) but do not consistently require Wave 2 support.</p>
<p>What specialist services and expertise are available accessed by the school?</p>	<p>Headteacher: Miss P Jordan</p> <p>SENDCo: Mrs Rutledge</p>



Staff:

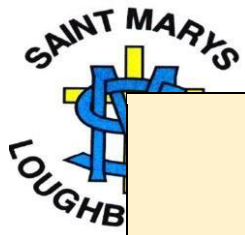
See our section 'What training are the staff supporting children with SEND having at Saint Mary's Loughborough?'

External Agencies:

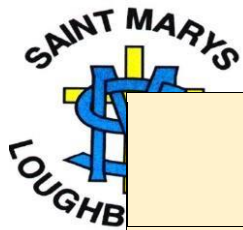
As a school, we access support and work alongside the Autism Outreach Team (AOS), the Local Authority Specialist Teaching Team, Occupational Therapists (OT), Speech and Language Therapists (SALT). We also have access to outreach work from Forest Way School, which is a specialist provision setting. Furthermore we have access to an Educational Psychologist through our Multi-Academy Trust, who comes into our school to observe and work with children who need specialist input. The Educational Psychologist works with the school to identify needs and offer support strategies to the staff working with the particular child.

Other Information:

Communication and Interaction	Cognition and Learning	Social, Emotional, Mental Health	Sensory and / or Physical
<ul style="list-style-type: none"> • SALT services • AOS • Educational Psychologist 	<ul style="list-style-type: none"> • In school tracking system • Pupil Progress Meetings • Educational Psychologist 	<ul style="list-style-type: none"> • Observations • Ashmount School • ELSA work • School Nurse Service 	<ul style="list-style-type: none"> • School Nurse Service • Vision Support Team • Hearing Support Team



		<ul style="list-style-type: none"> • Specialist Teaching Services 	<ul style="list-style-type: none"> • Educational Psychologist • MHST • Children and Adolescent Mental Health Services (CAMHS) 	<ul style="list-style-type: none"> • OT • Physiotherapist Team • Specific NHS services, such as the Diabetes Nurse Team or DIANA service
<p>How will the curriculum be matched to meet my child's needs?</p>	<p>At Saint Mary's Loughborough, we embed Quality First Teaching, an inclusive model of ensuring each child's needs are regarded individually, so through a differentiated curriculum, we can support them in class. All SEND children will work in the mainstream classroom under the class teacher. The environment will be adapted as needs arise and materials in place will support each individual, as and when required. Class teachers plan according to individual needs. Trained support staff may work with children on individual programmes of intervention or in small groups. Work may be adapted on a daily basis to meet their learning needs. Advice from specialist services may help support the adaption of the curriculum and environment for individual learners.</p>			
<p>How will I know how my child is doing?</p>	<p>Parents' Evenings take place in Advent (October) and Lent (February), however for children with SEND a separate meeting may be arranged before / after this, so you can speak with your child's class teacher about their specific needs as well as their academic performance. As well as this, we give out an End of Year school report at the end of the academic year. Children with an EHCP will have an annual review meeting, where all the professionals working with the child will come together to review their progress and set targets. Meetings with the class teacher and / or SENDCo can be arranged throughout the academic year as the need arises.</p>			



	<p>In some instances, class teachers may be in more regular contact with parent / carers due to the nature of the child's specific needs.</p>
<p>How will Saint Mary's Loughborough help me to support my child's learning?</p>	<p>The school work in close partnership with parents / carers in the support of pupils with SEND. We encourage an active partnership through an on-going dialogue. We consult and involve parents / carers in planning and reviewing our provision for children identified with SEND. During discussions with your child's class teacher, and through our identifying and assessing of individual pupil needs, teachers may be able to share specific activities for you to complete at home or offer in ways you can support them at home.</p> <p>Some ways may include: •</p> <ul style="list-style-type: none">• Homework• Residential trips• Curriculum visits outside of school• Enrichment activities• After-school clubs• Dual Placement (if Special School is requested)• Nurture Provision <p>This is not an exhaustive list, the SENDCo or Head Teacher may offer you additional ways you can support your child outside of school.</p>
<p>What support will there be for my child's wellbeing?</p>	<p>We have a Learning Zone, with Sensory area and ELSA area that is used to support children's well-being and a space for individual time away from the classroom and learning environment. Alongside this, our Behaviour System (SLANT and STEPS) is a visual representation on how we promote positive behaviour and safety in our school. Our Reward System (Class Dojo Points and Achievement Certificates) offer many opportunities for children to feel valued. The class teacher has the overall responsibility for emotional well-being of all the children in his or her care. All staff monitor the wellbeing of children and any concerns are</p>



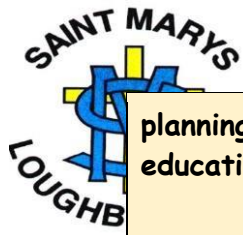
	<p>highlighted to the Safeguarding Leads, or Head Teacher. Our Safeguarding Register is updated termly. Plans are made to meet the needs of children in different ways:</p> <ul style="list-style-type: none">• ELSA sessions• Social-Communication Groups• Structured Lunch / After-School Clubs• Structred Daily Timetables• Buddy Schemes <p>Some children are given additional responsibilities to boost their self-esteem. All staff have received training on Safeguarding and Protection and we have clear procedures that outline the responsibility of all staff in this area. Concerns about wellbeing, may from time-to-time, require us to work with external agencies. These agencies can offer training for all staff, including: mental health, autism, and bereavement.</p>
<p>What training are the staff supporting children with SEND having at Saint Mary's Loughborough?</p>	<p>The staff within Saint Mary's have received specific training to support them in working with children who have SEND.</p> <p>All staff:</p> <ul style="list-style-type: none">• Safeguarding and Child Protection• Quality First Teaching Strategies (disseminated by SENDCo termly)• Effective Use of Teaching Assistants (disseminated by SENDCo termly) <p>Some staff:</p> <ul style="list-style-type: none">• Youth Mental Health First Aid (MHFA)• Emotional Literacy Support Assistant (ELSA)• Understanding ASD• Understanding ADHD• Understanding Dyslexia



	<ul style="list-style-type: none"> • Social and Emotional Awareness (Autism Outreach Service) • Understanding Cognition and Learning (Leicestershire Psychology Service)
<p>How will my child be included in activities outside of the classroom, including school trips?</p>	<p>At Saint Mary's Loughborough, we strive to ensure that every child has equal opportunity to access all our activities in and out of the classroom, including after-school activities, trips, and school residential trips. Sometimes we may need to allocate additional staff to support children on a 1:1 basis. There is also an expectation that children with SEND have the opportunity to take part in all activities out of the classroom and we make reasonable adjustments to facilitate this.</p>
<p>How accessible is Saint Mary's Loughborough?</p>	<p>The school is on a level-surface, so we do not require accessibility ramps internally or externally. All of our classrooms are based downstairs on our school site. We also have two disability accessible toilets, one near our school entrance for Key Stage One and Visitors, and a second, for our Key Stage Two, near our playground. Visual timetables are used in all classes from EYFS to Y6, along with visual signs promoting our expectations for Behaviour in Class. The school is fully compliant with the Disability and Inclusion Regulations and policies are all current. The School Improvement Plan identifies ways we can continue with this and through our Annual School Budget, as and when required, we have specific funding for specific resources to meet the needs of children with SEND.</p>
<p>How will Saint Mary's Loughborough prepare and support my child joining them?</p>	<p>If a child is transferring from a different setting to Saint Mary's Loughborough, we will be made aware of any SEND by their previous setting. Alternatively, we can call upon organisations listed in the coloured chart above to ensure we have the correct support in place to meet their needs.</p> <p>Our school welcomes admissions from children with additional needs as identified in our Admissions Policy. Our provision in EYFS enables us to assess pupil's upon entry into our school from their preschool. If requires, we have additional meetings before entry to support families with the transition of children into our school. We also, host Advent (Autumn), Lent (Spring), and Pentecost (Summer) to ensure we have established your child's ongoing needs. We also have excellent working relationships with</p>



	<p>our local Secondary Schools, so we follow the same procedure we would if a child was to join or leave us during the academic year to ensure a high-quality handover - to make transition a smooth process for your child.</p>
<p>How is Saint Mary's Loughborough resources allocated and matched to children's SEND?</p>	<p>All class teachers have the opportunity to support children using a range of resources. The SENDCo can provide guidance about resources that might be used to meet a particular need. Funding is used appropriately and creatively to meet statutory requirements and maximise efficiency and ensure the impact of children's educational progress is achieved. Inclusion issues are an integral part of the school self-evaluation process. The Senior Leadership Team (SLT) monitor the effectiveness of the support and ensure resources are allocated appropriately. Some children with a specific SEND have an EHCP or have SEND Intervention Funding allocated to them, which entitles them to additional support and provision over and above, the usual teaching and learning model in school. The additional funding will be used to support a tailored provision.</p>
<p>How are decisions made about how much / what support my child will receive?</p>	<p>Support received follows The Three Waves of Intervention approach. Starting off, with Quality First Teaching, which means the majority of children are able to make good or better progress within the day-to-day classroom environment (Wave 1). If progress is identified as slowing, the class teacher will adapt the support they receive and implement more individualised support. At this point, the class teacher will be able to follow our Cause for Concern and Assess, Plan, Do, Review templates (Wave 2) to monitor the pupil's progress more closely. It may be that after this targeted support, no further intervention is needed, or it may be that support from outside agencies, like the Specialist Teaching Service is needed (Wave 3). Parents are invited to contribute their ideas and give feedback to the class teacher throughout this support process to support us in reviewing their child's ongoing needs.</p>
<p>How will I be involved in discussions about /</p>	<p>The school works closely with parents in the support of those pupils with SEND. We encourage an active partnership through ongoing dialogue with parents. Parents/Carers are</p>



<p>planning for my child's education?</p>	<p>consulted and involved in planning and reviewing the provision made for their children with SEND. Parents are encouraged to meet with their class teacher, as soon as possible, if there are any concerns. This can be an informal chat after-school, or a meeting, at a set time with the class teacher and/or SENDCo, who can provide additional guidance and support if required.</p>
<p>If I am not satisfied with the support my child is getting at Saint Mary's Loughborough, who can I complain to?</p>	<p>The Governors have the responsibility, in partnership with the Head Teacher, for deciding the school's policies and practice and these policies are monitored regularly. Governors are informed of the school's provision, including: funding, equipment, staffing, progress, and achievement of all pupils. This includes those children identified as having SEND. The Governors monitor and evaluate the effectiveness of provision for all pupils.</p>
<p>How does the governing body involve other bodies (health, social care services, local authority support services, and voluntary organisations)?</p>	<p>Saint Mary's Loughborough complies with Race Relations, the Disability Discrimination Act, and SEND related legislation and guidance and has adopted the Equality Act (2010). We take a proactive approach to cooperate and support the local authority in discharging their statutory duty to 'promote the educational achievement of Looked After Children (LAC), including those placed out-of-authority (Statutory Guidance, 2005).</p> <p>The SEND Governor is responsible for inclusion including SEND. The Governing Body report annually on the implementation of the policies (SEND Report being statutory). Our SEND Governor:</p>
<p>Who can I contact for further information?</p>	<p>Mrs Rutledge is our SENDCo and can be contacted through the school office at tel: 01509 212621. Alternatively, you can e-mail through the school office at: admin@stmarys-rc.leics.sch.uk</p>