



SEND termly report to Governing Body

Spring 2023



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Term: Spring 2023

Responsible staff members

| Role | Name of staff member |
|-------------------------------------|----------------------------------|
| Author of report | Mr D Orr-McGuinness |
| Head teacher | Mrs J McKinlay |
| Assistant head teachers | Miss C Cook/ Mr D Orr-McGuinness |
| Designated safeguarding lead | Mrs J McKinlay |
| Deputy designated safeguarding lead | Miss C Cook |
| Nominated SEND governor | Mrs L Conlon |

Mr Orr-McGuinness completed the National Special Educational Needs Co-ordinator Award (NASENCO) at Edgehill University and graduated in December 2014.

Governor Link

Mrs L McIntosh - Conlon replaced Mr R Davies as SEN link Governor this year. Mr Orr-McGuinness has had several opportunities to meet with Mrs McIntosh-Conlon to discuss a range of areas which would help improve the SEN department within St Mary's. Mrs McIntosh - Conlon has extensive knowledge of the Special Education Needs within a school setting and her input has been invaluable.

Educational Health and Support Plans (EHCP)

As of March 2023, we have 9 children with an EHCP throughout the whole school:

Reception (x0 children)

Year 1 (x1 child)

Year 2 (x1 child)

Year 3 (x0 children)

Year 4 (x5 children)

Year 5 (x2 children)

Year 6 (x0 children)

Mr Orr-McGuinness has had several conversations with the new SEND Key Worker at Cheshire East, Rachel Board. As part of her new role, Rachel will be coming to visit St Mary's at the end of March 2023.

Rachel Board will also be attending the Review meeting for the two Year 5 children as part of their transition into Year 7 in 2024.

In September 2023, Cheshire East will be invited to attend an EHCP review 'in year' move request for a child currently in Year 4. Several meetings have taken place with the parent and Mr Orr-McGuinness about the best possible time for the transition of their child into the specialist provision unit. There is a projected timescale of a move by the end of Year 5 in 2024.

Meetings for EHCP reviews have been taking place and are due to be all scheduled to be completed by the end of May 2023.

Special Educational Needs (SEN)

As of March 2023, we have 19 children who have been identified as requiring SEN Support throughout the whole school:

Several other children have been identified as potentially requiring an SEN Support Plan throughout the school with relevant paperwork being completed by staff throughout the year.

What have we been doing?

Mr Orr-McGuinness has completed staff training sessions on how to complete a range of SEN paperwork. He has also completed one to one sessions for teachers in need of assistance in completing paperwork. All staff have been signed up to and are registered with the National College which provides specific CPD training on a range of SEN needs.

Absence

Mr Orr-McGuinness had an extended leave of absence in from November 2022 to January 2023. Mrs McKinlay assumed the role of SENCO until his return and provided support for him when he returned to the intensity of the role.

Autism / Education Psychologist Consultations

These meeting take place once a term with the Autism and Educational Psychologist Teams inviting all schools in Cheshire East to raise children who school have concerns about. There is a lot of paperwork which needs to be completed before being allowed to discuss a child and parents need to give signed permission.

As Mr Orr-McGuinness was absent, Mrs McKinlay attended the meetings in place of him. Upon Mr Orr-McGuinness' return in January 2023, it was deemed important Mrs McKinlay still provided support for Mr Orr-McGuinness until he had settled back into the role. In March 2023, Mr Orr-McGuinness was able to attend and present at the meeting independently again.

Mr Orr-McGuinness would like to thank Mrs McKinlay for her support during this period of time.

ELSA Training

In previous years, we funded two members of staff to completed this training. ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school.

However, one of the members of staff resigned from their post in 2021 and the other trained member of staff has been on long-term sick leave. To fill this void in our school, CPD has been organised for another member of staff to attend this qualification.

Dyslexia Training

There seem to have been a number of parents / teachers who are raising concerns about children having dyslexia within our school in recent years. Mr Orr-McGuinness has met with a dyslexia specialist in Cheshire East to discuss ways forward for certain children who are showing different traits and are struggling in class. The advice provided that children would not usually be assessed for dyslexia until they are in Year 5. However, a number of pre-emptive strategies have been given to help children in earlier years, alongside the resources we already have, such as the 'Beat Dyslexia' scheme purchased.

As gaining a dyslexia diagnosis is extremely expensive and usually at the expense of parents privately, it was discussed whether we could train a member of staff who could provide expert advice on dyslexia within our school setting.

School have provided full funding for a HLTA to complete a Level 5 Certificate in Dyslexia; Literacy Support and Intervention by the British Dyslexia Association provided through Chester University. This Level 5 certificate holds BDA Approved Teacher/Approved Practitioner (BDA ATS/APS) accreditation. This means that candidates who have successfully passed the Level 5 certificate can apply to the BDA for ATS or APS status and professional membership.

World Down Syndrome

Children were invited to wear odd socks for the idea that chromosomes are shaped “like socks” and people with Down Syndrome have an extra chromosome. £185 was raised for the charity by children donating £1 and receiving a sock shaped gingerbread.

Autism Awareness Day

As there are a number of children who have been diagnosed with Autism or have autistic traits, after several conversations with parents, Mr Orr-McGuinness will be delivering a whole school assembly on Autism Awareness on 29th March 2023. There will also be activities for the children to complete for a session during the day. Staff meeting time has been planned in to inform staff and update knowledge from their ‘Making Sense of Autism’ training from June 2022.

Attainment and Progress

Attainment for all children is monitored continuously across the year using our in-house assessment tools and the new SONAR assessment tool which replaces OTRACK.

As there were some concerns about the tracking of SEN children using the SONAR system due to each child likely being identified as below, our Pupil Progress sheet had to be altered to ensure we were accurately tracking each child, knowing what progress was being made and where exactly each child is working at.

All children including those on the SEN register are also monitored termly using NTS test (formerly Hodder) for Reading and Maths. Scores for these tests are collated for each class to track attainment and then a further separate table consisting of just children on the SEN register is created to monitor this data more closely.

Progression is monitored further through SEN book scrutiny and lesson observation.

Whilst assessing children, those who were felt to be making less than expected progress for their ability were identified and additional provision has been provided either through our SEN Teaching Assistants or through intervention with the class teacher. These are also identified in our Provision Maps.

Speech and Language

We have continued to work alongside Emma Partington, our Speech and Language therapist, who comes into school and delivers sessions for all children identified to her. Emma works closely with Mrs Shaw who attends all Speech and Language sessions as a form of CPD. Emma has been attending EHCP reviews with children she works with in our school. Emma will not be working with our school next term as she has been relocated, but her replacement will be given a full transition process.

We would sincerely like to thank Emma for all her hard work over the past few years with our school.

Therapy Pet

Charlie, our therapy pet, continues to do outstanding work in our school. Charlie continues to be a permanent member of staff who is timetabled to spend time in class / nurture room to assist with calming and settling children with SEN. His behaviour around school has been exemplary and we would like to thank him, and Mrs Shaw, for his commitment to our school.

Accessibility Plan

The Accessibility Plan was rewritten in March 2023 and outlines how St Mary’s Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. This document includes the targets and success criteria for the Headteacher and SENCO through the year. A copy is attached to this report.

The Process We Go Through When Identifying Someone With SEN

First Response Paperwork

All staff have had training sessions from Mr Orr-McGuinness on how to identify a child with SEN and how to record this using the First Response Paperwork (Please see attachment at the end of this document). Using the SEND Toolkit paperwork, can identify strategies for quality first teaching in the classroom before formal intervention is required.

SEN Support Plans

All staff have had training sessions from Mr Orr-McGuinness on how to complete SEN Support Plans for children identified with SEN.

Termly Reviews of Support Plans

All teachers have set targets, reviewed and met with parents to discuss progress made throughout the year so far. Paperwork has been monitored by Mr Orr-McGuinness and feedback provided to staff.

Early Intervention

We currently have a range of formal interventions running across school. These interventions are run by a variety of Teaching Assistants and supported by class teachers and the SENCO. Our interventions support both children with and without a formal SEN diagnosis.

Some of our interventions include:

- ‘Funky Fingers’ to support fine motor skills.
- Handwriting intervention ‘Write from the Start’.
- Touch Typing and other fine motor activities such as using a ruler and cutting skills for some children with Dyspraxia.
- Touch typing for some children with potential dyspraxia.
- Speech and Language sessions with a trained Teaching Assistant supported by Speech and Language sessions outside of school.
- Emotional well-being activities are being implemented with KS2 children such as ‘life journals’ and ‘positivity challenges’ to build esteem and strategies when facing disappointment.
- Bereavement support for children throughout the school.
- ELSA sessions provided throughout the school by trained staff.

Early Intervention is important to St Mary’s to support all children. Teachers regularly meet with Mr Orr-McGuinness to discuss areas of concern and relevant information will be passed on to parents where needed.

Mr Orr-McGuinness is always available to speak to parents about any concerns via appointment.

SEN Profile

Areas of Need

The term “Special Educational Needs” covers a broad range of different types and levels of need. It is essential that the provision that is provided for every child at St Mary’s Catholic Primary School matches their particular special educational need.

The SEND Code of Practice 0-25 years (January 2015) describes the four broad areas of need as:

- Communication and Interaction
- Social, Emotional and Mental Health
- Cognition and Learning
- Sensory Needs and / or Physical Needs

We recognise that a child may have a need in more than one area and that the level of need may vary between areas. The level or type of need may also change over time.

The Graduated Approach

In line with The SEND Code of Practice 0-25 years (January 2015), St Mary's Catholic Primary School uses a graduated approach to ensure that the needs of SEND children are met.

The graduated approach is a model of action and intervention. It includes the use of a four-part cycle of ‘Assess, Plan, Do and Review’. Through this cycle, earlier decisions and actions are revisited, refined and revised with the growing understanding of the child or young person’s needs and of what supports them to make progress. It draws on more detailed approaches and more specialist expertise in successive cycles.

Levels of need

In line with the Cheshire East SEND Toolkit, the level of need in each area of need is categorised as being at one of the following stages:

- No Concern
- First Concerns
- SEN Support
- Complex
- Specialist

Advice from other professionals may be sort at all levels of this process.

Identifying children with SEND

In accordance with the Cheshire East Toolkit, St Mary's Catholic Primary School follows the procedure described below when identifying pupils with SEND. The stages are progressed through in order and we aim for maximum parental engagement at all levels.

Step 1 - Quality First Teaching



Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support and/or interventions from teaching assistants and other specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Senior leaders, including the SENCO regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Where children fail to make the expected or sustained progress in response to quality first teaching, we will progress to the first concerns stage.

Step 2 – First Concerns

Pupil progress is carefully monitored through high quality and accurate formative and summative assessment, using a range of standardised tests, and the school's own assessment system. Currently, we are using the NTS assessment programme. Where there are emerging concerns about a child's development in any area, this is discussed between the parents and class teacher.

The SENDCO is informed of the discussion and a record of discussion is completed. If concerns persist, a first concerns profile is completed. This includes their current position, difficulties and specific strategies to be used to remove the barrier to learning.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning, thus enabling the child to reach their full potential. A record of first concerns will be held by the school at this stage.

A detailed breakdown of what would be observed when a pupil has a need at the first concerns level can be found in the SEND Cheshire East Toolkit.

The first concerns profile is reviewed after 6 weeks. If strategies are successful in supporting the child's progress they will continue to be monitored at the first concerns level. If concerns have resolved, no further action will be taken. If a pupil does not make adequate progress once they have received intervention outlined in the first concerns profile, alternative strategies may be suggested and reviewed another 6 weeks later.

If the impact on learning and pupil's progress is still inadequate once they have received specific intervention / adjustments, consideration will be given as to whether the child has a special educational need.

Consideration of whether special educational provision is required starts with the desired outcomes for the learner. This includes clarifying the expected progress and attainment the pupil needs to make, and the views and wishes of the pupil and their parents/carers.

Additional assessment information may be gathered at this stage to aid judgement.

Pupils are only identified as having SEND if they do not make adequate progress once they have received interventions/adjustments and good quality personalised teaching.

We aim to build considerable parental involvement into this process in order to maximise learning situations.

Step 3 - SEN Support

Where children fail to make expected progress or sustained improvements after support as outlined in Step 2, we will take the necessary steps to ascertain whether this is the result of a Special Educational Need. Children

have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. A more detailed breakdown what would be observed in a pupil with a SEN Support level of need in each area is outlined in the SEND Cheshire East Toolkit.

SEN Support Plans

Once a special educational need is identified, parents will be formally informed and this will be recorded on the school's system. At this point pupils will receive a SEN Support Plan. This will be written by the SENDCO and class teacher in collaboration with the parents and pupil. It must include the views of all where possible in order to ensure effective support is in place. It will identify specific measurable outcomes for the learner informed by parent and pupil voice and professionals working with the pupil. It will include details of the strategies/interventions to support the achieving of these outcomes.

Where a pupil has an SEN Support Plan, it will be reviewed at least 3 times a year following the graduated approach cycle of 'Assess, Plan, Do and Review'.

At each review point, appropriate staff meet parents/carers to review progress against the set targets and set new goals. They will discuss the activities and support that will help achieve them and they will identify the responsibilities of the parent/carer, pupil and the school.

Specialist Services and teachers may be called upon to provide advice, recommendations and/or specific programmes. For example a programme of Speech and Language work.

If strategies are successful in supporting the child's progress they will continue to be monitored at the SEN Support level using the Assess, Plan, Do, Review cycles.

If the barriers to learning are no longer impacting upon a child's development, a decision may be made to remove them from the SEN register and monitor them at the first concerns level. This decision would be made in conjunction with parents and with relevant assessment information to support the decision.

Where a pupil does not make adequate progress once they have received extensive personalised intervention as outlined in the SEN Support Plan, progression to step 4 may be necessary.

Step 4 - Complex

Where children are experiencing significant and complex difficulties, their need is described as complex. The impact on learning will be seen to be significant and persistent over an extended period of time. A detailed breakdown what would be observed in a pupil with a complex need is outlined in the SEND Cheshire East Toolkit.

At this stage children still have a SEN Support Plan however this may be reviewed more regularly than at the SEN Support Level. Additional and more specialised assessments may be completed and there will be greater involvement from external professionals.

Children at this stage may have an Educational Health and Care Plan (EHCP). If not, consideration will be given as to whether application for an Educational Health and Care Plan (EHCP) is appropriate.

If it is felt that child's need meets the criteria for an EHCP assessment the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the Parents/carers and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Cheshire East Local Authority.

Education Health and Care plans (EHCP)

Where pupils are subject to an Education Health and Care plan, these will be reviewed at least annually by school staff in conjunction with parents/carers and specialist agencies, and this will be co-ordinated by the SENCO. Where necessary, additional personalised support will be given to enable pupils to access this process.

Each and every EHCP intervention will be evaluated alongside the school assessment system, and the school SENCO and Senior Leadership team will monitor and evaluate the use of any additional funding associated with these plans.

St Mary's Primary School

Accessibility Plan March 2023 - 2026

Aims of the Accessibility Plan

This plan outlines how St Mary's Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing board will undertake a regular Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- RE policy
- RSE policy
- Equality policy and action plan
- Health and safety policy
- Special educational needs (SEN) policy
- Administration of medicines
- Anti-bullying policy
- Behaviour policy
- Child protection and safeguarding policy
- PHSE and citizenship policy

Access to Curriculum – action plan

| Target | Who | Timescale | Outcomes / Success Criteria | Complete |
|--|---------------------|----------------------------|---|---|
| Learning aids to be produced | SENCO | Ad hoc | Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils | In line with current pupils' needs |
| Intervention training for support staff | SENCO | | Support staff able to work with increased knowledge and provide appropriate resources for pupils | In line with current needs |
| Termly learning support meetings to take place to assess and address pupil needs. | SENCO | Via annual EHCP assessment | Pupil needs reviewed and being addressed. | In line with pupils' personal plans |
| Training for teachers on differentiating the curriculum for disabled children as required. | Headteacher | Ad hoc | Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. | Yes |
| Staff trained to meet individual medical needs of pupils where applicable. | Headteacher | Ad hoc | Staff completed training for specific needs. | First Aid training for staff Pediatric First Aid for selected members of staff Epi pen training for staff |
| Annual training on pedagogy such as retrieval practice and metacognition | Headteacher/ SLT | Ad hoc | Staff meetings held to disseminate practice CC and AC attended training | Yes |

Access to the Physical Environment – action plan

| Target | Who | Timescale | Outcomes / Success Criteria | Complete |
|---|-------------|-----------|---|----------|
| Ensure each area of the school has wheelchair access and egress. | Headteacher | | The environment is adapted to the needs of pupils Portable ramp purchased for classroom access from outside. | Yes |
| Maintain disabled access toilet | Headteacher | | A disabled access toilet available in the foyer and in the chapel corridor with changing facilities. | Yes |
| All internal doors accessible for wheelchair users. | Headteacher | | Deputy / Headteacher Doors are wheelchair accessible. | Yes |
| Regular visits by Paediatric Occupational Therapist from Central Cheshire Integrated Care Partnership (CCICP) | Headteacher | | Regular visits are conducted by Bonnie Nacollis, CCICP | Yes |

Access to Information – action plan

| Target | Who | Timescale | Outcomes / Success Criteria | Complete |
|--|-------------|-----------|--|----------|
| Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations | SENCO | Ad Hoc | Pupils have access to curriculum information and all other school information in a format that meets their needs | Yes |
| Ensure signage is suitable for non-readers, is clear and well situated | Headteacher | Ad Hoc | Pupils are able to navigate the school regardless of any disability | Yes |
| The school makes itself aware of the services available through the LA for converting written information into alternative formats | Headteacher | Ad Hoc | Pupils have access to curriculum information and all other school information in a format that meets their needs. Cheshire East provides alternative formats on request. | Yes |