



St Mary's Catholic Academy



Special Educational Needs and Disabilities Information Report

Nottingham City's Local Offer

Local authorities provide details of the services and provision that are available to families of children and young people with special educational needs and disabilities (SEND).



St Mary's Special Educational Needs and Disability Information Report for Parents

Aims

The aim of this Special Educational Needs and Disability (SEND) Information Report is for St Mary's school to provide a guide to help our parents/carers understand how our school supports children with additional needs. It will offer:

1. **Clear Information:** It explains how the school identifies and supports children who may need extra help, such as with learning, behaviour, or communication.
2. **Support available:** It shows what support services (like one-on-one teaching, speech therapy, or counselling) the school offers to help your child succeed.
3. **Your role as a parent:** It tells you how you can work with the school to support your child's education and raise any concerns you may have.
4. **What to expect:** It outlines what happens at each stage of getting extra help, like assessments, meetings, and reviews of your child's progress.
5. **Contact details:** It gives you the names of people, like the school's SEND Leader (SENDCO), who can answer your questions and offer advice.

We hope that this report makes it easier for parents to feel informed and involved, ensuring your child receives the best possible support.

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Definition of SEND

Special Educational Needs and Disability (SEND) refers to the provision and support given to pupils who have learning difficulties and disabilities that make it harder for them to learn compared to most children of the same age.

At St Mary's, we believe that all children, including those with SEND, should be valued equally, and in doing so, we provide for a variety of special educational needs. We recognise that all children are entitled to receive a broad and balanced curriculum which nurtures children's spiritual, academic, personal and social development. We strive to be inclusive, making adaptations to meet the needs of children with SEND wherever possible.

We provide a learning environment for children within the following broad areas of SEND:

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

Examples of SEND within these broad areas include:

Communication and Interaction

Autistic Spectrum
Condition

Pathological Demand
Avoidance

Speech, language and
communication needs

Cognition and Learning

Moderate or Severe Learning Difficulties:
Children have needs that affect their
cognitive ability

Specific Learning Difficulties e.g. Dyslexia,
Dyspraxia, Dyscalculia

Social Emotional and Mental Health

Attention Deficit
Hyperactivity
Condition

Oppositional
Defiance
Condition

Anxiety

Attachment

Physical and / or Sensory

Deaf or hearing
impairment

Visual Impairment:
Children with any visual
difficulties or sight loss.

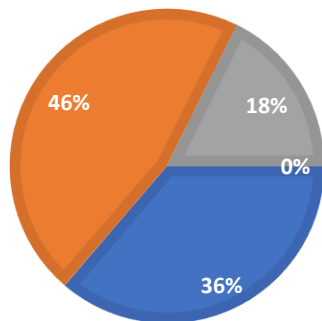
Physical Disability

St Mary's SEND context and professional development

Communication and Interaction – 14 pupils			
Autism Spectrum Condition	Pathological Demand Avoidance	Speech, language and communication needs	
Cognition and Learning – 18 pupils			
Moderate Learning Difficulties		Specific Learning Difficulties e.g. Dyslexia, Dyspraxia, Dyscalculia	
Social Emotional and Mental Health – 7 pupils			
Attention Deficit Hyperactivity Condition	Oppositional Defiance Condition	Anxiety	Attachment
Physical and / or Sensory – 0 pupils			
Deaf or hearing impairment	Visual Impairment	Sensory processing difficulties	Physical Disability

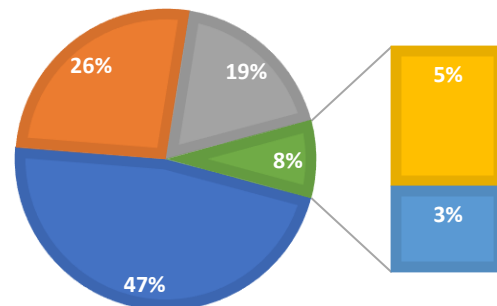
ST. MARY'S SCHOOL CONTEXT

■ Communication and Interaction ■ Cognition and Learning
■ Social Emotional and Mental Health ■ Physical or Sensory
■ Other



NATIONAL

■ Communication and Interaction ■ Cognition and Learning
■ Social Emotional and Mental Health ■ Physical or Sensory
■ Other



Curriculum Professional Development

During the past academic year, our staff have accessed a range of training courses aimed at meeting the needs of the children we support, including:

- Emotion Coaching
- Sensory Processing
- Adaptive teaching
- Dyslexia – led by Dyslexia Association
- Intensive Interaction

Individual teachers and support staff attend training courses regularly run by outside agencies that are relevant to the needs of specific children in their class. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of our pupils with SEND.

The SENCO attends relevant courses, Trust SEND meetings and signposts relevant SEND focused external training opportunities for all staff. We ensure that training opportunities are provided in line with our school development priorities and any areas identified during provision reviews.

The priority we place on CPD, encouraged by leadership in the school, and training opportunities reflect our commitment to inclusion and seeking to support our children the very best we can.

SENCO contact details

St Mary's SENCo is: **Linda Valencia**

You can contact the Linda via email: send@smca.nottingham.sch.uk

Or parents / carers are welcome to make an appointment by popping to the school office or telephoning the school on: 0115 9151799

Other staff involved in supporting children with SEND:

Katie Shevlane	Clare Hodgkinson	Karen Mullen
SEND TA specialist	ELSA	EYFS SEND team
	Mental Health and Well-being Lead	EYFS Lead

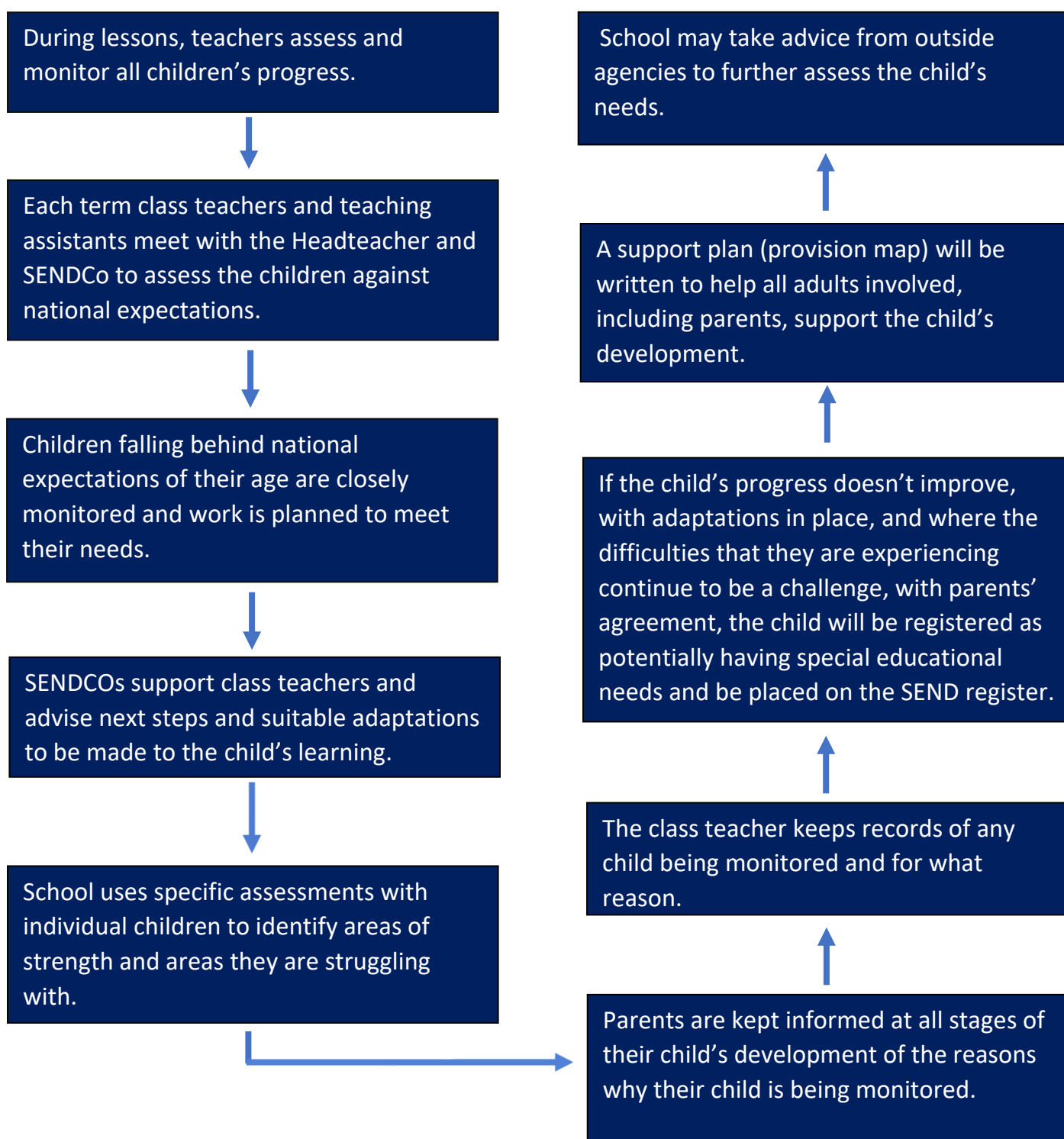
Yvonne Alcock
St Mary's SEND Governor

The SENCO meets with the SEND governor each term to make sure that children and families are being supported. During this meeting, the SENCO reports on the progress of children with SEND, always maintaining pupil confidentiality.

The SENCO shares examples of provision through sharing anonymous provision maps, examples of planning and learning as well as information about the outside agencies involved within school.

Identification of SEND

Identifying a child as having Special Educational Needs and Disabilities (SEND) requires a sensitive and individualised approach, as each child's needs may manifest differently. It involves carefully observing their behaviour, learning patterns, and responses in various settings, while listening to their experiences and those of their caregivers. Through ongoing communication, understanding, and assessment, educators and parents can work together to identify and support the child's unique needs effectively.



Early identification of SEND

Early identification of Special Educational Needs and Disabilities in primary school is crucial for ensuring that children receive the appropriate support at a stage when their development is most malleable. Addressing these needs early can help prevent future learning difficulties and promote better academic and social outcomes, fostering a sense of confidence and belonging in the child. Furthermore, timely interventions allow for tailored strategies that support the child's individual progress, enabling them to reach their full potential both in and outside the classroom.

The Assessment Process

As described above, the process of identifying whether a child has a SEND or not is usually not done with pace. A picture is created over time by all those who support and teach the child and know them best. Where school cannot solely meet the child's needs, we may need to seek further assessments which in some cases can lead to a child receiving a diagnosis. This process has to be agreed by the parent carer. Some possible assessment paths include:

- ✚ School writing to the child's GP requesting further assessment via a paediatrician.
- ✚ Behaviour, Emotional, Health Team to investigate Autism traits or needs including ADHD.
- ✚ Speech and Language (SALT)

Where agencies are supporting a child, best practice is attained when we work together in collaboration with each other.

Assessing and reviewing children with SEND: Our arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.

All children at St Mary's are valued and taught within a whole class inclusive environment, where this is appropriate. We focus on providing high quality teaching of an adaptive curriculum for children with SEND to ensure all children can access the learning. Pupils may be supported in a range of ways to access the learning of their class through the use of scaffolds, support from the teacher /teaching assistant in a small group, through regular check ins in class or one-to-one support. For some of our pupils with more complex SEND, they may follow a personalised curriculum, tailored to meet their needs.

Where there are indicators that a pupil does have SEND, this decision will be made in conjunction with parents/carers and the information will be added to the pupil's school record, as described above. The purpose of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and, in doing so, remove barriers to learning.

This is an on-going cycle of assess, plan, do and review to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the selection of the most appropriate interventions - most effective in supporting the child to achieve good progress and outcomes.



'Additional to and Different from' approaches and strategies will be shared with parents to ensure collaborative working. Examples of these include: Now and Next; Interactive Music, Picture Exchange Communication, Theraplay. A document giving further information can also be found on St Mary's webpage.

Working in partnership with children

At St Mary's, we celebrate the thoughts and opinions of all of our pupils. We regularly ascertain pupil voice through a range of methods. We complete surveys and we check-in verbally with children where possible to gain their views on their education. Where this is challenging, we may use observation or use visuals to aid a conversation to ensure we include the pupil's point of view.

Pupils on the SEND register have their views recorded on their provision map. They will be encouraged to say what strategies they find most effective, what helps them in different situations and they can suggest how staff can help them, for example, identify what they would like a staff member to do or offer when the child is dysregulated.

If your child has an EHCP, their views will also be sought before review meetings.

Teachers usually provide targets / next steps in a child's learning; however we believe it is also powerful for a child to share their views on how well they are doing towards a target and what they feel their next should be. Such ownership helps the child to engage and invest their efforts into achieving their goals.

Collaboration with parents / carers: Our arrangements for consulting parents of children with SEN and involving them in their child's education.

At St Mary's, we believe an open relationship with parents and carers is integral for success. We understand the importance of early and accurate identification and assessment of SEND which ultimately leads to the correct intervention and provision, but this can only be achieved when there is a strong partnership between home and school.

We consult with parents/carers a minimum three times a year to review each pupil's provision during review meetings. During review meetings, a child's targets are reviewed and new SMART targets are set. It is a good opportunity to share how they child is presenting at home and at school, to ensure the child is happy and there are no barriers to learning school / home are unaware of. In addition to review meetings, the class teacher is regularly available to discuss a child's progress or for a parent to raise any alternative concerns.

Any meetings or support from outside agencies will be fed back to parents/carers in a timely manner, with outside agencies contributing to review meetings often via a report, when possible.

In some cases, a more regular method of communication may be agreed between parents/carers and school staff. This might be due to an intensive level of support being put in place to achieve a particular goal or support a child in managing a challenging time. Such intensive contact is rarely needed, but ensures collaboration and the greatest level of success.

The SENCO may also signpost parents/carers to other agencies (such as Ask Lion, Autism Central, Nottingham Health Care - CAMHs) who may be able to offer further support and guidance.

Our curriculum aims to be inclusive of all children within our school. Each curriculum area is reviewed by subject leaders to ensure it is inclusive, with adaptations made where needed. Work within class is taught with 'high challenge, low threat' to ensure we are ambitious for all our children. We use an adaptive teaching approach where tasks are scaffolded and adapted as needed to ensure children can access the learning. This may include reducing the demand of the task given, providing support with writing, working in a smaller group for further guided practice or using additional visuals to enable understanding.

For some of our pupils with more complex SEND, we work together to offer a personalised curriculum, often with the guidance of outside agencies. This will be unique to a child's needs and will be regularly reviewed between school staff and parents/carers as part of the assess, plan, do, review cycle.



Adaptations: How we make changes to the curriculum and the learning environment of children and young people with SEN

Adaptive teaching is crucial to each child's success. It enables teachers to tailor lessons to meet diverse learning needs, ensuring children with SEND can access the curriculum and progress at their own pace.

By effectively using resources and support, adaptive teaching fosters confident, independent learners who are equipped to overcome challenges and succeed.

An example of adaptive teaching for a child who struggles with concentration:

- **Break the learning into chunks:** Mixing teacher talk with partner talk, opportunities to write ideas on a whiteboard, and feedback through gesture (e.g. show me on your thumbs if you agree or disagree; wiggle your fingers if you could up-level my adjective).
- **Give learners movement breaks:** Movement breaks can be built into class routines; they help everyone to concentrate, e.g. before starting a teaching session, choose two or three short warmups to do together (such as rolling your shoulders 5 times, chair presses, piano fingers). Adding these into independent learning supports all learners when writing for an extended period. For learners who need additional movement breaks, build in opportunities to the lesson. Could they hand out exercise books or sharpen their pencil?
- **Build in opportunities to develop attention and listening skills with your whole class.** For example, when feeding back an answer, tell learners that you will ask them to share their partner's answer. When asking learners to retell a story in pairs, play 'story whoosh' (one

partner begins retelling and, when you give a signal, the other person takes over and continues).

How can I support learners who struggle with number fluency?

- *Help learners to practise fluency outside of maths lessons, e.g., during transitions the whole class could count in 5s as they move from the carpet to their tables.*
- *If a particular fluency skill is required in a lesson (e.g., recalling the 5 times table), ensure learners practise this skill at the start of the lesson.*
- *During the retrieval practice, if needed, learners can have concrete resources or visual support, such as a times tables square, to remind them of number facts.*
- *Use games as part of regular intervention, to practise basic number skills and help retain fluency facts. Examples of maths games can be found on Cambridge University's NRICH Project.*

Adaptive teaching strategies are 'beneficial for all and essential for few', therefore teachers attempt to incorporate them into each and every lesson.

Multi-agency approach: How we involve other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting children and young people's SEND, while also supporting their families.

As a school, we work closely with any external agencies that we or parents believe are relevant to an individual child's needs, including:

- Learning and Support Team
- School Nursing
- SALT (Speech and Language Therapy)
- Educational Psychology Service
- Inclusive Education Team
- GPs and paediatricians
- Occupational therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team
- Early Help services
- Behaviour and Emotional Mental Health Services (BEHMS)

Transition: Our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood

Who should I contact if I am considering whether my child should join the school?

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Contact the school office to arrange to meet the Head Teacher, Mrs Bell, to discuss how the school could meet your child's needs.

What happens when my child transfers between phases of education?

If your child is joining us from another school: the SENCO may visit your child's pre-school or complete a home visit, when appropriate. Your child will be able to visit our school and stay for taster sessions. If your child would be helped by extra support e.g. visuals, to help them in their understanding of transition, then this will be provided. Some children with SEND will require additional transition visits to familiarise the child with the new setting.

What happens if my child is moving to another school?

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school. We will make sure that all records about your child are passed on at the earliest opportunity.

How is my child supported when moving classes within school e.g. Year 3 to Year 4?

Information will be passed on to the new class teacher in advance and the new class teacher will attend the annual review, where possible. This will ensure the transition of provision is as smooth as possible. The new teacher will spend time getting to know the child prior to the transition, maybe listening to them read, giving them a tour of their next setting. The aim is to reduce anxieties and unfamiliarity, to ensure the smoothest possible transition.

How is my child supported when moving to go to Secondary education?

A staff member from the new setting may visit a child in their current class at St Mary's. This provides an opportunity for the current and new staff members to share assessments and strategies to support the child. We often arrange additional visits to the child's new setting. Each child's transition needs are unique and plans are built based of pupil and parent voice, as much as possible.

Accessibility and Inclusion: How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

St. Mary's offers an accessible curriculum that all children and young people, including those with learning and physical disabilities, can fully participate in the educational experience. Adaptations may include differentiated instruction, use of assistive technology, modified materials, and classroom accommodations like flexible seating or additional support staff.

For school trips, accessibility is prioritised by selecting venues with wheelchair access and providing additional support as needed, ensuring all pupils can participate. A risk assessment is always completed, following a pre-visit and this will state any adaptations, equipment and routines that should be in place to make the trip a success for all.

In unique cases, it may be beneficial for a child to be offered an alternative enhancement to their peers, but such decisions are made based on a child's needs and in consultation with parents and outside agencies who support the child. This decision would only be made to benefit the child.

After-school clubs are made inclusive through tailored activities, trained staff, and necessary adaptations are made to accommodate the varying needs of children. This ensures equal opportunity regardless of disability, race, ability, gender and social economic status.

The school has a range of SEND facilities in place including a disabled toilet, facilities for changing and wheelchair access to the main building. Parents/ carers who hold a disabled parking badge or have a child with access needs are permitted to park in the school car park using our allocated disabled car parking spaces.



St Mary's accesses support from the sensory team for any children with visual impairments or hearing impairments. In addition, PDSS (Physical Disabilities Specialist Services) or Occupational Health may support with equipment and improving facilities.

The school has an Accessibility Plan which addresses improving facilities for pupils with SEND.

Evaluation: how we evaluate the effectiveness of St Mary's provision made for children and young people with SEND

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. We hold an ongoing cycle of review to enable provision to be refined and ensure we are best meeting our pupils needs.

Pupil progress and provision is monitored on a termly basis in line with the SEND Code of Practice. SEND reviews are held termly, as a minimum, which allows for an ongoing cycle of assess, plan, do, review. During these meetings, and more often where appropriate, staff share pupil's provision maps and work alongside parents/carers to evaluate progress.

How will both The Good Shepherd and I know how my child/young person is doing and how will St Mary's help me to support their learning?

As a school, we measure children's progress in learning against age-related expectations. Children working more than two years below their curriculum may be assessed using pre-key stage standards and small steps assessment. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to year 6, using a variety of different methods. Children who are not making expected progress are picked up through regular internal pupil progress meetings.

For pupils on our SEND register, a SEND review is held. Each pupil's targets (recorded on their provision map) will be reviewed in collaboration between staff, pupils and parents/carers. If a child has complex SEND, they may have an EHCP (Education Health Care Plan) which means that a formal annual meeting will take place to discuss your child's progress and a report will be written.

If parents/carers have concerns about the progress their child is making, they should contact the class teacher in the first instance. The teacher can offer advice and practical ways that will help. Teachers are in regular communication with the SENCO and seek advice when needed. The SENCO is available to discuss support in more detail and a meeting/phone call can be scheduled via the office.

Complaints: Our arrangements for handling complaints from parents of children with SEND regarding the provision for the child at the school.

At St Mary's, we are committed to building positive relationships between pupils, parents and staff and foster an open approach to communicating with each other. If a parent/carer feels that they would like to raise a concern then they are encouraged to speak to their child's class teacher in the first instance or to the school SENCO, Mrs Valencia, and discuss the matter further.

Our school and governing body take complaints seriously and will act upon these on an individual basis. Please look at the school complaints procedure on the website.

Glossary of abbreviations you may find in this and other relevant reports

ASD	Autistic Spectrum Disorder / a child that is on the Autistic Spectrum
BEMH	Behaviour and Emotional Mental Health Team
CAF	Common Assessment Framework
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EBD	Emotional and Behavioural Disorder
EEYAP	Enhanced Early Years Action Plus
EHCP	Educational Health Care Plan
ESAP	Enhanced School Action Plus
EY	Early Years
EYSS	Early Years School Support
FS	Foundation Stage
HI	Hearing Impairment
HLN	Higher Level Need
IEP	Individual Education Plan (Provision Map)
INSET	In –Service Training
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PECs	Picture Exchange Communication
PIPS	Performance Indicators in Primary Schools
PIVATS	Performance Indicators for Value Added Target Setting
SALT	Speech and Language therapy
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
SMART	Simple Measurable Achievable Realistic Timely targets
SS	School Support
TA	Teaching Assistant
TAMHS	Targeting Mental Health in School
VI	Visual Impairment