



St Mary's Catholic Primary School, Knaresborough
A voluntary academy

Contribution to the Local Offer

Draft Code of Practice 6.74

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'. The questions which need to be covered are included in the following proforma in italics. In order to be legally compliant, these must all be answered by the school.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

Schools should also make data on the levels and type of need within the school available **to the local authority**. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the school census, is also required to produce the national SEN Information report.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>



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St Mary's Catholic Primary School Contribution to the Local Offer September 2023-2024		
	North Yorkshire LA expectation of good practice	St Mary's Catholic Primary School
Universal Provision	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.</p>	<p>All staff at St Mary's are committed to providing quality first teaching so that all children can make good progress with their learning, achieving their full potential. Pupils with additional needs work in the classroom alongside their peers to encourage social development and peer relationships. This also ensure that no pupil's learning is capped. Lessons are carefully differentiated to meet the needs of all individuals. All staff use a variety of teaching styles and resources in lessons to support children's learning – these are determined based on each individual's needs.</p> <p>Provision maps are used to record the range of strategies and interventions used across school to meet the needs of individual children. Personalised provision is recorded on individual support plans.</p> <p>Monica Uden is the school's named SEN Academy Council member; she meets regularly with the school's SENCo and provides update reports at full Academy Council meetings on provision for SEN within school.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> <i>Approaches the teaching/ learning and development of children and young people with special educational needs;</i> <i>Adapts the curriculum/provision and additional learning support available to children and young people with special educational needs;</i> <i>Supports and improves the emotional and social development of children and young people with special educational need.</i> 		



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Recording Provision	<p>Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child's learning targets; • the next date when your child's progress will be reviewed. 	<p>Children who have been identified as needing some form additional or different support in school will have their targets, interventions and outcomes recorded in a support plan. These are reviewed termly in collaboration with parents and pupils.</p> <p>At St Mary's we use the following tools to record interventions and support pupils:</p> <ul style="list-style-type: none"> • Intervention records (a means of communicating between teaching assistant and teacher) • Phase 1 (Short term (6week) targets when a need is first identified) • ROC (Record of Contact) if supported by Inclusive education Service • Individual support plans • Class action plans • Half-termly pupil progress meetings between class teachers and SLT <p>Records of intervention and provision are reviewed termly, or as required, and adapted to ensure they accurately meet the needs of children.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Identifies the particular special educational needs of a child or young person;</i> 		



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Interventions	<p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress. 	<p>At St Mary's we are able to offer a variety of interventions to support the needs of children including Mathematics, Reading, Writing and Communication/Interaction difficulties. A full list of interventions available can be found on the school website: https://www.stmaryscps.org/sen-information</p> <p>Interventions are closely monitored on a termly basis in order to ensure that they have a positive impact on pupils' learning.</p> <p>Staff receive regular training and support is provided to school, parents and pupils by a number of different agencies.</p> <p>All interventions are recorded on personalised provision maps with pupils and parents having input into implementation and review.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Secures the services, provision and equipment required by children and young people with special educational needs;</i> 		
Extra Adult Support	<p>There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p>	<p>St Mary's employs teaching assistants who support both individuals and groups of children. At certain times children may need a high level of individual support; however our aim is always to enable children to become independent learners and give them the skills to be able to access learning alongside their peers.</p> <p>Staff receive regular training in areas of SEND from both internal and external sources.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Secures the additional learning support available to children and young people with special educational needs;</i> 		



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Expected progress	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress with National Curriculum levels.</p>	<p>Intervention strategies use SMART targets to assess the progress of pupils over the length of the intervention.</p> <p>The DfE Pre-key stage standards are used to monitor the progress of pupils who are working below their chronological key stage; this allows staff to record the steps of progression at a more detailed level and plan effectively to ensure good progress. The progress of pupils with identified SEND will continue to be monitored against National Curriculum expectations. However not all children are able to achieve age related expectations; additional support may be needed to help a child make progress from their starting points.</p> <p>The progress of all children is monitored half-termly in pupil progress meetings held between the class teachers and SLT.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Monitors the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;</i> • <i>Monitors and evaluates the effectiveness of special educational provision, including information about how children, their parents and young people will take part in any assessment and evaluation;</i> 		
Inclusion Quality Mark	<p>Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available. Schools who do not hold the IQM should demonstrate their commitment to Equality in line with the Equality Act 2010 and in line with their school's aims and vision statement.</p>	<p>St Mary's works collaboratively with local nursery and secondary providers to ensure the most appropriate transition for all pupils, particularly those with special educational needs. Parents and pupils will have the opportunity to discuss progress at the parent consultation meetings and at support plan review meetings which are available every term after the review of previous targets set.</p> <p>St Mary's operates an open-door policy meaning staff are always available to discuss the concerns of any parents regarding their child's progress before and after school or by appointment. Our school site is fully accessible for all; including the availability of a hygiene suite and disabled toilets for children and adults.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p>		



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- *Supports children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;*
- *Makes activities available for children and young people with special educational needs in addition to the curriculum;*
- *Ensures facilities that are available can be accessed by children and young people with special educational needs;*

Support from other agencies	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>	<p>At times it is useful for the school to request additional support from outside agencies. St Mary's has established excellent relationships with professionals from the following agencies:</p> <ul style="list-style-type: none"> • Early Years Advisory Service • Educational Psychologist • School Nurse and Health Visitors • Educational Social Worker • Sensory, Physical and Medical Teaching Team • Speech and Language Therapist • Physiotherapist • Occupational Therapists • Paediatrician • Specialist teachers for Communication and Interaction, Specific Learning Difficulties and Behaviour, Emotional and Social Difficulties, Severe Learning Difficulties / Complex Learning Difficulties & Disabilities via NYCC IES. • Young Carers • Youth Support • CAMHS • Just B <p>Professionals from all of the above agencies regularly support staff and children in school. School would only contact an outside agency following a discussion with parents.</p>
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Code of practice requirements 2014. The SEN information report should describe how the school or setting:

- *Secures the additional learning support available to children and young people with special educational needs*



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">On-going communication with parents</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask. On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child's progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home. 	<p>The School recognises that regular contact with parents is important for all children with SEND.</p> <p>All parents have a number of opportunities to discuss their child's progress as outlined in the 'expected progress' section of this document: these may be at Parent Evenings or more frequently, as requested by either Teacher or Parent.</p> <p>For some children, regular communication takes place on a daily basis through the use of a home school book or contact with a key member of staff before and/or after school.</p> <p>The school's policy for SEND, which can be found on the school website, outlines the framework for identifying children with additional needs.</p> <p>Where remote learning is necessary, adaptations are made to educational provision to ensure that all learners are included.</p>
<p><i>Code of practice requirements 2014. The SEN information report should describe how the school or setting:</i></p> <ul style="list-style-type: none"> • <i>Consults and works in partnership with parents of children with special educational needs and with young people with special educational needs;</i> 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inclusion Passport</p>	<p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>	<p>At St Mary's Individual Support Plans are used for children on the SEN register in order to summarise and monitor the support which has been provided for a child over a period of time. The documentation also highlights individual strengths and achievements and strategies which do not work. This will follow the child as they move on to a new teacher or school.</p>



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Parent Partners	<p>The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>		<p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469.</p>
Statutory Assessment	<p>For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail.</p>	<p>If a child does not make progress despite receiving additional support in school <i>and</i> from external agencies, an Education Health Care Plan (EHCP) may be requested in consultation with parents and other agencies. This is in order to provide the long-term support that a child may need. As part of the process of building a case for an EHCP, staff will complete a comprehensive assessment of need. Each assessment will be completed in consultation with parents, teachers and outside agencies.</p>	
Key contacts	<p>All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<p>At St Mary's we operate an open-door policy. Parents and carers are encouraged to speak with the class teacher about any concerns which they might have. Class teachers are well informed to discuss any support which your child is receiving. If you wish to discuss your child's needs please contact the SENCo who will be able to talk about how St Mary's can support children with SEND.</p> <p>Key contacts:</p> <ul style="list-style-type: none"> • SENCo - Mrs K Bleasdale Acting SENCo – Miss R Moule • Headteacher - Mrs H Tomlinson <p>You can contact any of the above via the school on 01423 864631</p>	