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| **Contact Detail** | **Headteacher**Mr. Mark Tayloremail – m.taylor@stmaryswakefield.co.uk **SENDCo.** Miss Emma Brownemail - e.browm@stmaryswakefield.co.ukTel: 01924 303625 **SEND Governor**Rev. Kathy Robertson email - revkathyrob@gmail.com  |
| **Needs Supported at St. Marys Primary School** | **Categories of Need** Special Educational Needs may fall into four broad categories. In practice, children may have needs across more than one of these categories. **Communication and Interaction** Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or in following the social rules of communication. Children with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction. **Cognition and Learning** Support may be required when pupils learn at a slower pace than their peers, despite differentiation. Learning difficulties cover a wide range of need including MLD (moderate learning difficulty), SLD (severe learning difficulty) and PMLD (profound and multiple learning difficulty). Specific learning difficulties (SpLD) affect one particular aspect of the curriculum and include dyslexia, dyscalculia and dyspraxia. **Social Emotional and Mental Health** Children and young people may experience a range of social and emotional difficulties, which manifest themselves in different ways. Pupils may be withdrawn or isolated as well as displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance abuse or eating disorders. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. **Sensory and/or physical needs** Some children require special education provision because they have a disability which affects their access to education. This may be visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI). Some children with a physical disability require additional support and equipment to access education. |
| **Training and expertise of staff to support children and young people with SEND**  | The SENDCo is working towards her Post Graduate Certificate in Special Education Needs Coordination. The Learning Mentor is very experienced with supporting children and families in the local community. Both the SENDCo and Learning Mentor attend vulnerable children meetings with the Headteacher. The inclusion team access regular continuing professional development (CPD) from Wakefield and other external providers. The whole school team take part in regular and planned CPD to support them to deliver quality first teaching to all children and those with additional needs (for example: Memory Training and Autism Awareness). When delivering new interventions, support assistants receive training from their colleagues and from Wakefield Agencies to support best practice; the SENDCo regularly monitors interventions to ensure that they are high quality and consistent. |
| **St. Mary’s CE (VA) Primary School has access to advice and training from a wide range of experts from outside school.**  | We work closely with additional agencies who provide a wealth of support and advice to school and parents. The SENDCo and Headteacher have three planning meetings per year with Educational Psychology Service and Learning Support Service where individual children can be discussed and referred to their services. In addition, the SENDCo meets with:* Educational Psychologists
* Learning Support teachers
* Communication, Interaction and Access support teachers
* Pre- 5 Service
* Speech and Language Therapists Occupational Therapists
* Physiotherapists
* Behaviour Support Service
* CAMHS (Child and Adolescent Mental Health Service)
* CFit(Child and Family Inclusion Team)
* School nurses
* Social Services
* Educational Welfare Officers

The Learning Mentor works actively with additional services to support children’s social, emotional and mental health needs. Our Parent Support Advisor and Community Liason Officer offer support for families in the community. The local PSCO regularly visits school and works with classes and individual groups. |
| **Policies and Support for SEND** | We give due regard to:* ‘Special educational needs and disability code of practice: 0 to 25 years’ (DfE, 2015)
* the Equality Act 2010
* Supporting children at School with Medical Conditions (DfE 2015)
* The National Curriculum in England Key Stage 1 and 2 framework Documents 2013
* Safeguarding Policy
* Teaching Standards 2012

Each class teacher has an education support assistant timetabled to work in their classroom and SMTLPs are shared with our support assistants. The class teacher and support assistant work in partnership to support within the classroom and/or deliver intervention programmes. We have two additional support assistants, and our Learning Mentor, who deliver interventions to groups of children and individuals. These are carefully planned and the impact is analysed to ensure that they are meeting the needs of our children. The trajectory for all interventions, is that it is a support process to enable children to access quality first teaching in class |
| **Adaptations to the curriculum and learning environment** | We make the following adaptations to ensure all pupils’ needs are met: * Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, ear defenders, privacy screens etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
* We aim to be a dyslexic friendly school and ensure our environment is calm and uncluttered. We use a dyslexic friendly font and print work onto buff coloured paper when needed.
* We think carefully where children sit in relation to their additional needs
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| **How accessible is the school environment?**  | The school is a single storey structure. The main building was completed in 1973 and has been extended over the years. All new building work has complied with current legislation and/or guidance on access. Our school environment allows all children to learn and explore safely, both inside and outdoors and encourages risk-taking in a controlled environment. |
| **Transition** What will happen when my child moves from another school to St Mary’s?What happens when my child moves to a new Primary school or secondary school? | Home visits take place when children Lower Foundation or 2-Year-Old provision. EYFS staff visit pre-schools to meet children and staff. In addition, transition visits are arranged for both children and parents to visit school to meet staff. Where appropriate multiple transition visits are arranged to ensure a seamless transition.Year 6 class teachers, SENDCo and Learning Mentor meet to agree a list of children who will need extra transition to high school. They arrange this with the secondary school and inform parents/carers of additional visits. Where appropriate St. Mary’s staff will chaperone children on these visits. Discussions between the previous or receiving schools/settings happen prior to the children joining or leaving.All children joining St. Mary’s have the opportunity to attend a transition session where they spend some time with their new class teacher and other members of staff, particularly where children have English as an additional language. School staff are always willing to meet parents/carers prior to their child joining the school. |
| **Partnership with Parents**  | We recognise the importance of working in partnership with parents and welcome the valued support they can offer. Parents have unique knowledge and information to impart about their child that can contribute to the identification and assessment of their child’s needs. The wishes and permission of parents and carers will be sought and taken into consideration regarding aspects of assessment, provision and intervention. We understand the concern and anxieties parents may feel when they first realise that their child has special educational needs or is experiencing a barrier to learning. We will endeavour to be sensitive to their feelings and ensure them that confidentiality will be observed at all times.The child’s teacher will be responsible for liaising with parents of SEND children in his/her class to discuss their special educational needs and their progress. The SENDCo will be also be available for discussion, support or information. For some children, the SENDCo will also often be involved in meeting with their parents as these children often have more complex or severe needs which require external professional advice. The SENDCo will be responsible for arranging the Annual Review Meetings for the parents of all children with an EHC plan. |
| **Involving Children**  | Where possible, children with an EHC plan should be offered the opportunity to be included for a short time in their annual review meetings. However, the child should not be pressed to take part in the meeting if they do not wish to do so but their views should be considered through an informal discussion with their teacher, parent or Support Assistant. All children are encouraged to have an understanding about their own learning and to be able, with support if necessary, to express an opinion. |
| **The local offer**  | Local Authorities must publish a local offer, setting out in one place, information about provision they expect to be available across education, health and social care for children and young people in their area who have SENDor are disabled. This can be found at [www.wakefield.mylocaloffer.org](http://www.wakefield.mylocaloffer.org). |
| **St Mary’s CE (VA) Primary School** **contribution to Wakefield’s Local Offer** | At St. Mary’s we see education as a partnership between parents, teachers and children. It is only with full co-operation, mutual support and respect that we can develop each child’s potential to the full.We strive at all times to provide children with an environment which is caring, secure and supportive where everyone works closely together to achieve common aims. We aim to provide a Christian environment in which children can develop into thoughtful, caring people.The St Mary’s curriculum is flexible and very specific the children’s interests and needs. Activities and lessons support a variety of learning styles.At St Mary’s we are committed to ensuring equality of access to all aspects of school life for all pupils, regardless of gender, race, Special Educational Needs and Disabilities (SEND), social and cultural background.We seek to eliminate discrimination and promote positive attitudes towards disabled people by focusing on what adjustments can be made to ensure individual disabled pupils can join in the life of the school. If you, as a parent, have any worries or issues you would like to discuss, please speak to any member of staff with whom you feel comfortable. The child is always at the centre of everything we do and we will always listen and work with you to put their needs first.  |
| **Raising concerns or complaints** | If a parent or carer has concerns regarding SEND Provision they should:* discuss these with the class teacher, often this can lead to swift resolution of the problem
* should meet with the SENDCo and/or the Head teacher

 In the unlikely event that a problem is still unresolved, complaints about provision at St. Mary’s can be dealt with through the school’s complaints policy. The complaints policy can be found on the school website. Complaints about statutory assessments of Special Educational Needs should be raised with Wakefield Local Authority. Parents should contact Wakefield’s Special Educational Needs Department**.**  |
| **Contact details of support services for parents of pupils with SEND** | Wakefield Early Support Advice Information Liaison (**WESAIL**) provides information and support to parents of pupils with SEND. A wide range of information and advice may be obtained by contacting this independent service. Contact details are as follows: <http://www.barnardos.org.uk/wesail-wakefield> Barnardo’s Wakefield, Castleford Civic Centre, Ferrybridge Road, Castleford, WF10 4JH 01924 304152 E-mail: WESAIL@barnardos.org.uk https://www.facebook.com/Wesail-Wakefield-1283063048461166/ |