



St Mary's CVA New Mills SRSCMAT Schools SEND Information Report

Welcome to **St Mary's Catholic Voluntary Academy New Mills**, part of the St Ralph Sherwin Catholic Multi Academy Trust. We are a family of 20 primary schools and 5 secondary schools in Derbyshire and the surrounding counties, united by a collective vision to excel.





Everything we do is to better the lives and futures of our children, providing access to first-class teaching, both academically and spiritually. Every child is treated individually, with compassion and respect.

We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord's will "today rather than tomorrow".

All schools within The Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision:

"A Catholic family of schools providing service and witness to children, their families and communities - stronger together, united in faith and working as one to enrich the learning experience of our young people, so that all can fulfil their God-given potential."

Our values ensure:

- *We are United in Faith*
 - *Have Collective Responsibility*
 - *Promote Partnership Working*
 - *We collaborate with others*
 - *Support each other*
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 **LINK >> [The Saint Ralph Sherwin Catholic Multi Academy Trust](#)**

All About Saint Mary's Catholic Voluntary Academy

At Saint Mary's Catholic Voluntary Academy, we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning. All teachers in our school are teachers of all children, including

those with SEND. As inclusion is at the heart of our school ethos the needs of children with Special Educational Needs are reflected in our School Improvement Plan.

At Saint Mary's Catholic Voluntary Academy, we embrace the fact that every child is different and, therefore, the educational needs of every child are different. We strive to support all children to enable them to achieve their full potential at school. In order to do this, many steps are taken to support them through their learning journey. It is our vision to create a happy and stimulating learning environment in which all members of the school community can grow in self-esteem and develop to their full potential as individuals in a diverse society.

Key Roles for SEND at Saint Mary's Catholic Voluntary Academy

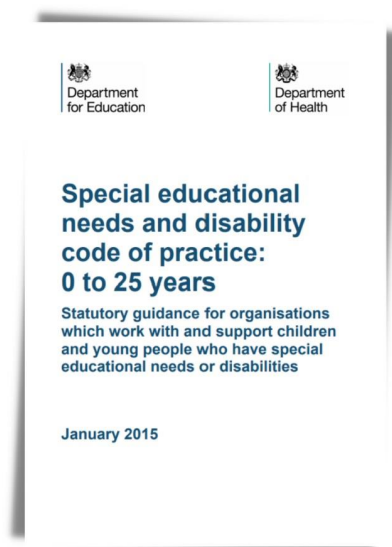
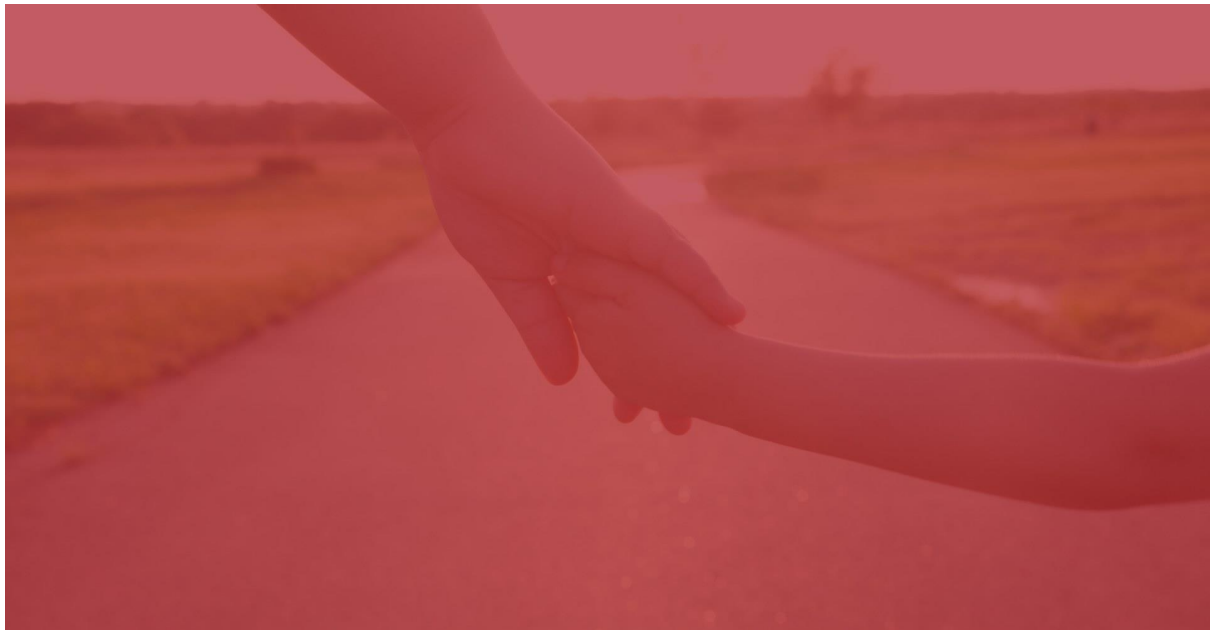


Headteacher – Mrs P Chapman (pchapman@nmm.srscmat.co.uk)

SENCo- Mrs L Chapman (lchapman@nmm.srscmat.co.uk)

SEND Governor- Mrs M Laverack

How do we know if pupils need extra support?



The new Code of Practice 2015 identifies 4 key areas of SEN:

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

As a school we know that a pupil has an SEND in a variety of ways.

- *Parents may inform the school prior to or during admission*
- *Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school*

- *The class teacher may identify concerns re academic progress, dysregulation within the school setting or sensory needs and SLT, SENCO, Teaching Assistants may become involved in a school based programme*
 - *It may be that we seek additional information from a specialist teacher e.g. assessments completed by outside agencies eg; Educational Psychology, Inclusion Advisory Service, CAMHS (Child and Adolescent Mental Health Service), School Health, Paediatricians, Speech and Language Therapists.*
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At different times in their school life, a child or young person may have a special educational need or disability. The Code of Practice 2014 defines SEND as follows:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.’

A child of compulsory school age or a young person has a learning difficulty if he or she:

*a) Has a significantly greater difficulty in learning than the majority of others the same age,
or*

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided

*Identifying a pupil with SEND is a collaborative approach of all those involved with the child.
Please see our 6-step approach below:*

Our 6- Step Approach

Step 1 - Universal Entitlement

All children are entitled to Quality First Teaching including differentiated work within class groupings and use of specialised equipment e.g.coloured overlay, visual timetable, environment adjustments, sensory circuits. Specific focus on personal development of all children through all areas of the curriculum.

Step 2 – Pupil Progress – 2 cycles

Child highlighted by Class Teacher at Pupil Progress Meeting for the first time due to a specific difficulty. A specific intervention/resource for the child put in place and reviewed at the next Pupil Progress Meeting. After second review, if the concerns are still there Class Teacher move child to Step 3. If there are initial concerns about a child that the current

wave of Pupil Progress Meetings does not cover, use the referral form to highlight your concerns and meet with the SENCo to discuss.

Step 3- Deep Monitor and Review

Child continues to show slow/no progress following the implementation of the interventions. Monitor and review the progress thoroughly: SENCo review along with class teacher. Decision to move to Step 4 and/or make changes to the intervention(s) taken.

Step 4 – SEN Plan

Child highlighted as needing an SEN Plan due to ongoing specific need(s). At this stage, the child's Primary Area of Need will be/has been identified. Class Teacher/TA carry out the plan with SENCo support. Parents are informed and a meeting takes place. With parental agreement, the child is put onto the school SEN Register.

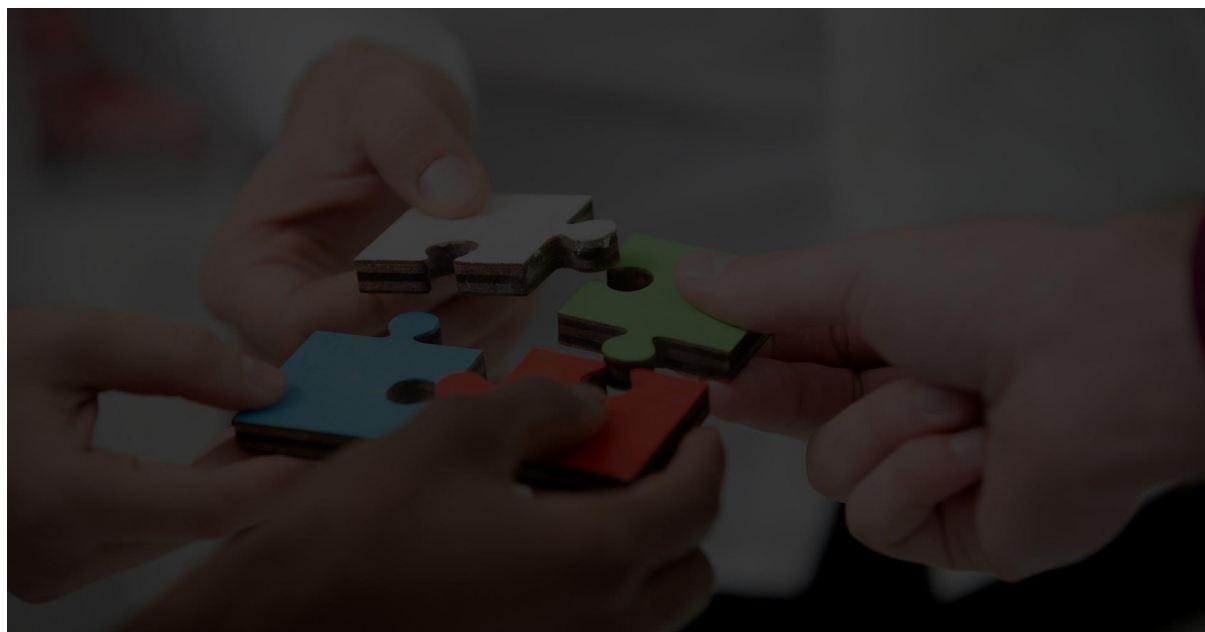
Step 5 – Additional outside agency support

Requests made by SENCo for external specialist support. Plans made (Ed. Psych., Speech and Language, Dyslexia, Inclusion team etc.) and support given in class following the plans. Plans added to the child's SEN Plan on Edukey and carried out by class teacher/TA in conjunction with the specialist. At this point a referral may be made to our ISAT (Inclusion Service Advisory Teacher) for Targeted and Specialist Support.

Step 6- Referral for further funding: Either Inclusion or an EHCP

Relevant professionals instigate a referral for EHCP (SENCO, Ed. Psych., G.P. etc) If EHCP awarded, plans carried out with relevant support from teacher/TA and other specialists as necessary, including 1:1 or small group support and funding. If EHCP is not awarded, move back to Step 5 and continue to review. If EHCP is pending, continue with Step 5 support, reviewing regularly. If no information received regarding EHCP within 2 month follow up with relevant contact. Continue to monitor and chase up fortnightly until decision on EHCP is given.

How does Saint Mary's Catholic Voluntary Academy support a child with special educational needs?



All teachers at St Mary's match the curriculum to the needs of the individuals in their classes. The children are taught from their own starting points and set personal targets.

If a pupil has been identified with special needs their work will be adapted and scaffolded by the class teacher to enable them to access the curriculum more easily. They may be given an Individual Education Plan (IEP), which will identify manageable next steps in learning for the pupil. Targets will be set and monitored by the class teacher. IEPs will be discussed and shared with parents termly and a copy emailed to them. Parents are then invited to add their views and comments.

Teaching Assistants (TAs) may be allocated to work with a pupil in a 1:1 or small group to target more specific needs.

If more specific areas of education are identified on a child's IEP, such as spelling, handwriting, numeracy or literacy skills, then the pupil may be taught in a small group. This will be run by a teacher or a teaching assistant. The length of time of the intervention will vary according to need. These interventions will be recorded on the school provision mapping system on Insight. If you have any queries about the intervention please do not hesitate to contact the class teacher or SENCo.

Occasionally, a pupil may need more expert support from an outside agency, such as Speech and Language Therapy or Occupational Therapy. A referral will be made, with your consent and sent to the relevant service. After further assessments, a program of support may be given to the school and parents/carers.

What are the different types of support available for children with SEND in our school?



Additional support will be offered for children who require around the 4 key areas of SEN:

- 1. Communication and Interaction (This includes children with speech and language delay, impairments or speech disorders and those who demonstrate features within the autistic spectrum).**
- 2. Cognition and Interaction (This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or developmental coordination disorder).**
- 3. Social, Mental, and Emotional Health (This includes children who may be withdrawn or isolated, dysregulated, hyperactive or lack concentration).**
- 4. Sensory and /or Physical (This includes children with sensory, multi-sensory and physical difficulties such as visual or hearing impairments).**



1 - In order for all children to access an ambitious curriculum, some children may require differentiated tasks, visual clues, word prompts, direct support from an adult etc. We ensure we follow an Assess, Plan, Review, Do Cycle, continually reflecting on how we could adapt our curriculum accordingly for all students. We follow a six-step approach in identifying and supporting pupils with additional needs (please see attached on our website).

Supportive interventions such as a Precision Teaching session, Speech and Language Therapy sessions, and Emotional Literacy interventions may also be offered.

Once the Assess, Plan, Review, Cycle is completed, the school may feel it would be beneficial for individual children to have further support. This may involve applying for further funding from the Local Authority to support the child. Eg, Inclusion Funding or an EHCP etc. Please contact the school's SENCo for further information regarding funding.

Assess

Diagnostic tests also help us to identify areas of weakness and to plan strategies to develop these areas. Pupils will be retested at the end of a programme of work to monitor progress and report attainment.

Tests which are used include:

Sandwell Early Numeracy Tracker, Phonics Tracker, Strengths and Difficulties questionnaires, PIRA, Accelerated Reader, Spelling and NFER assessments.

We ensure that the information revealed from all these sources is used productively to identify and plan the best provision for the specific needs of each pupil. We also ensure that our pupils' special educational needs are known to other schools and colleges to which they may transfer.

Plan

This stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.

The child will be given an Pupil Passport, which will summarise their needs and how they are best supported, then an IEP (see above). He or she will be supported in working towards the

outcomes identified on their IEP, wherever possible within the classroom, however some smaller group work may take place in other quiet, purposeful spaces across school.

Do

This involves providing the support or extra assistance for learning or learning aids as set out in the Individual Educational Plan (IEP).

Support can take many forms and our guiding principal is providing the highest quality education to all children. Support may include (but is not restricted to):

- 1:1 short-burst teaching sessions
- Small group teaching
- Additional teaching resources or practical apparatus
- Teaching others in small groups to allow your child to be taught in a smaller group by the class teacher
- Accessing additional support from specialists
- Evidence-based Interventions
- Personalised Curriculums
- Specific access arrangements to complete statutory assessments

The interventions used frequently at St Mary's are as following:

- Precision Teaching
- Targeted Phonics
- Nessy
- SNIP Literacy
- ELSA
- TEACHH Basket Work
- Zones of Regulation
- Forest Schools
- Sensory Circuits
- Positive Play
- Outdoor Learning
- Lego Therapy

Review

This involves measuring the impact of support provided, and considering whether changes to that support need to be made. This stage then informs the next cycle if necessary. This will take place each term.

What types of funding are available to support my child if necessary?



In some instances it may be beneficially and necessary to apply for additional funding from the local authority to support a child. There are different types of funding that a school or parent can request dependent upon the needs of the child.

Inclusion Funding- Inclusion Panel is a mechanism for Derbyshire schools to access additional funding to support the inclusion of children and young people with additional needs. The panel may also signpost schools to other services who could offer additional advice and support. This funding is granted on a yearly basis and reviewed. Schools applying must provide significant evidence of their Assess, Plan, Do, Review cycles and strategies and support already provided to that child to facilitate their inclusion in a mainstream setting.

Education, Health and Care Plans (EHCP)-

If a child has lifelong or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will

occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The application for an Education, Health and Care Plan will combine information from a variety of sources including teachers, SENCO, parents, Social Care, Educational Psychologist / Clinical Psychologist (if appropriate), health Professionals – CAMHS, School Health, Paediatricians etc. Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made panel of professionals from education, health, social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

If a child is granted funding to support their learning, the school will work with the relevant professionals and parents to decide how that funding must be spent to enable the child to make progress and reach their full potential. Use of funding could include small group work, specific 1:1 interventions, use of supportive technology and resources and access to additional tuition. Local Authority funding no longer relates to specific hours linked to a Teaching Assistant.

How will I be involved in discussions and planning for my child's education? Will my child also have a say about their provision?

The provision and its impact will be shared with you at termly review meetings. This can sometimes be an extension of the school's Parent's Evenings, although sometimes a longer appointment will be necessary. You can always make an appointment to discuss your child's progress at other times of the year by contacting your child's class teacher and/or the SENCo. Your own views of your child's progress are very important to us.

Where appropriate to the child, they will be asked to contribute ideas about what they feel is working or otherwise when individual plans are reviewed termly. Their views may be gathered in an informal discussion with the child and from parental contributions. Pupils may be asked; what's working, what do you like, what helps you to learn/prevents you from learning?

The children at St Mary's regularly evaluate their own progress and so for a pupil with special needs this will be an extension of this process.

How can I support my child's learning?



You can work with us by:

- reading at home regularly - listening to your child, reading to them and asking them questions about what they have read
- supporting any additional activities that are sent home, either by school or other agencies
- sharing information about your child's strengths and areas for development
- attending any parent's information evenings or progress meetings that are held in school
- contributing to your child's IEP
- being positive with your child and recognising the small steps of progress they make
- supporting with specialist assessments such as neurodevelopment referrals, sensory audits and speech and language referrals.
- Ensuring you also implement strategies and programs suggested by professionals and outside agencies at home.

What support will there be for my child's overall wellbeing?



The school offers a variety of pastoral support for children who are experiencing emotional difficulties.

These include:

- Members of staff such as the class teacher and Teaching Assistants (TAs) who are readily available for pupils who wish to discuss issues and concerns
- Playtime and lunchtime support for those who find these times challenging
- Weekly whole class PSHE sessions
- Specific interventions which focus on mental wellbeing and regulation such as ELSA, Positive Play and Lego Therapy.
- Referrals to CAHMS if necessary

- Referrals to our ISAT team for Targeted and Specialist Support
- Support from Virtual School.
- Targeted work to support EBSA.

The SENCo may also contact outside agencies for further advice and support.

What support is in place for behaviour, avoiding exclusions and increasing attendance?

St Mary's CVA believes that everyone has the right to learn, the right to feel safe and the right to be treated with respect. These rights are taught throughout school and continually revisited and reinforced through our Behaviour Curriculum.

At St. Mary's CVA we develop children's character not only through PSHE/RSHE, Little FISH, RRS and Global Learning but also through our Behaviour Curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

Our golden principles are:

Be Respectful

Be Responsible

Be Ready to learn

Teachers follow a positive behaviour policy, rewarding good behaviour wherever possible. Please see our Behavior Policy and Behaviour Curriculum. Teachers will also give out appropriate sanctions to those not following the school rules.

In addition, the school may access support from the Inclusion team through targeted and specialist support. The ISAT teacher is available to advise staff on behavioural needs, observe children in class and work with children individually or in small groups. Derbyshire's Engagement Team are also there to support pupils through providing Positive Play and Outdoor sessions. If we are accessing the support of these services for your child we will inform you. Where individual work is felt appropriate for a pupil we will ask for parental consent. These services will provide support for families, pupils and the school if a pupil is at risk of exclusion. School will work exceptionally hard to avoid exclusions and ensure support from other agencies are tried first, ensuring exclusion is a last resort. School may also work with families to create an individual risk assessment for a child, if they are at risk of permanent exclusion.

Where there are attendance concerns the school pastoral team and Derbyshire's Welfare Officers will work with schools and families to support improved attendance.

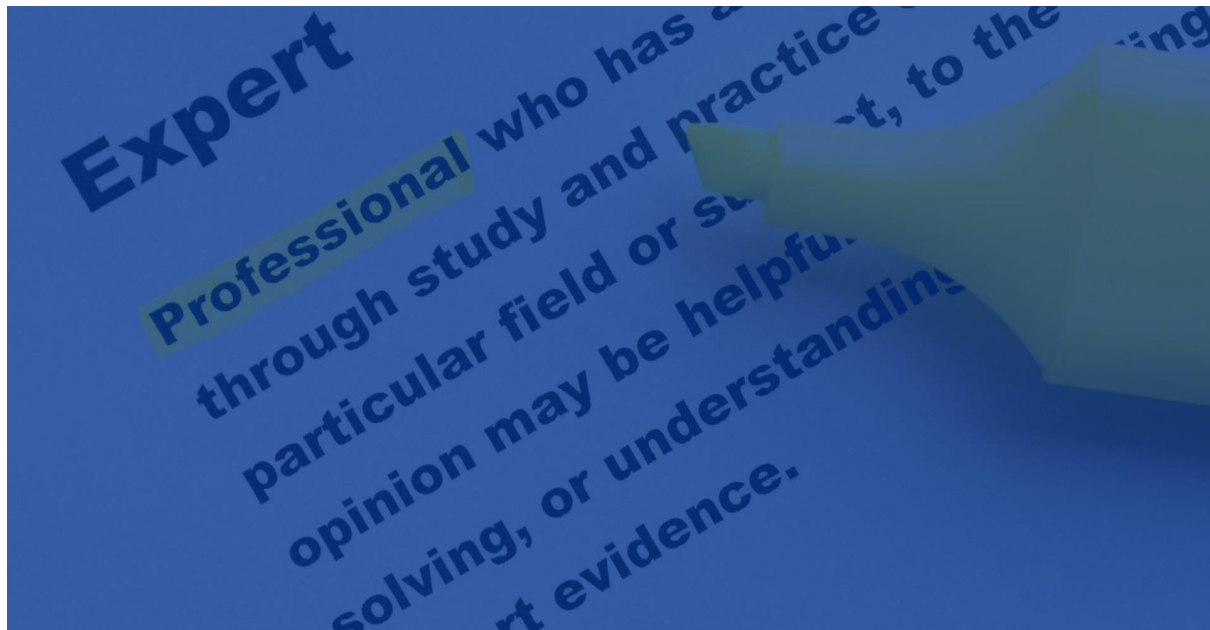
How will my child be included in activities outside of the classroom?



St Mary's is a fully inclusive school and we will always do our best to ensure that all children can take part in all activities within school. Activities may be adapted or extra support provided to ensure that all children can participate. Risk assessments are carried out and procedures put in place to allow all children to participate. Parents will be asked to contribute to discussions about how best to support their child in these activities. If it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during an activity.

All children across the school are encouraged and given opportunities to take part in extra-curricular clubs, outside school sports events/competitions and school trips.

What specialist services or expertise are available at or accessed by our school?



With your permission, school can refer to the following services:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Visual Impairment Team (VIT)- to support pupils with visual impairment
- Hearing Impairment Team (HI)
- Educational Psychology (EP)
- Derbyshire Inclusion Team (ISAT)
- Derbyshire Engagement Team
- Healthy Young Minds (HYMS)

- COMPASS
- Paediatricians/ Chesterfield Neurodiversity Hub
- School Doctors Service
- School Nurse
- Virtual School
- Crossroads- Domestic Abuse Services

By working with other professionals, including health and social care bodies, the LA, support services we aim to meet not only the child's individual needs but also to support their families.

Transition - moving onto the next stage of education



Prior to entry, we will arrange additional visits and taster sessions to St Mary's to familiarise your child with the environment and the staff who will be working with them. Staff from St Mary's will also meet with you and any Pre-school staff to discuss your child's needs and help to plan for a smooth, successful transition.

For children who find change a challenge we also organise transition sessions at the end of an academic year in preparation for a change of teacher and classroom. These involve talking about how things will change, how things will stay the same as well as visiting new classrooms and teachers. All children in the school have a "class swap" session where they meet their new class teacher.

When children transfer to a new school, information about their educational needs is always shared with the receiving school and records passed on. At the end of Year 6, staff from the receiving secondary school will usually visit the pupils at St Mary's and talk to them and their teachers about their individual strengths and needs. Extra transition work may be carried out by school staff to support those children who are more vulnerable at transition time. Additional visits to the secondary school may be arranged if necessary.

For the past two years, as a school we have been part of Derbyshire's Transition Pilot, supporting our recently transitioned Year 6s to their next phase of education. This pilot has included parents meetings, pupil and parent surveys and specialist enhanced transition packages.

What CPD and training has occurred for the staff in school related to SEND?



Mrs Chapman (SENCO) has completed the National Award for SEN Co-ordination, through Manchester Metropolitan University.

Mrs Chapman has also completed Designated Mental Health Lead training and Mental Health First Aid.

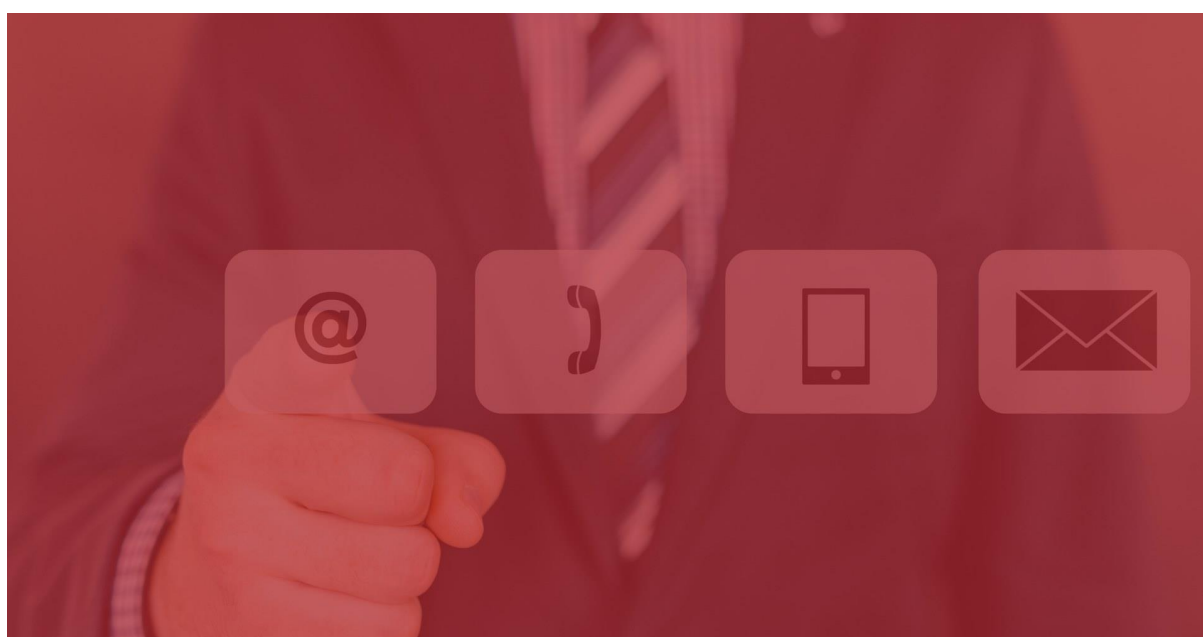
Mrs Chapman is a trained Designated Safeguarding Lead.

Mrs Chapman is also a Trust Inclusion Lead and advises other SENCOs across the Trust, through leading training and 1:1 support visits.

All staff receive training appropriate to their needs and the priorities of the school but do appreciate that the training needs of staff may need immediate action, if and when a child starts at our school. Staff have engaged in training in the following- Autism Spectrum Disorder, Dyslexia, PDA, EBSA, Adaptive Teaching, Assistive Technology, SEND Assessment and Small Steps Tracking supporting children with language difficulties (Talk boost and Every Child a Talker). Promoting health and wellbeing, using social stories and visual timetables.

SRSCMAT also holds various SEND events throughout the year for staff members to attend including a SENCo Cluster.

Who can I contact for more information?

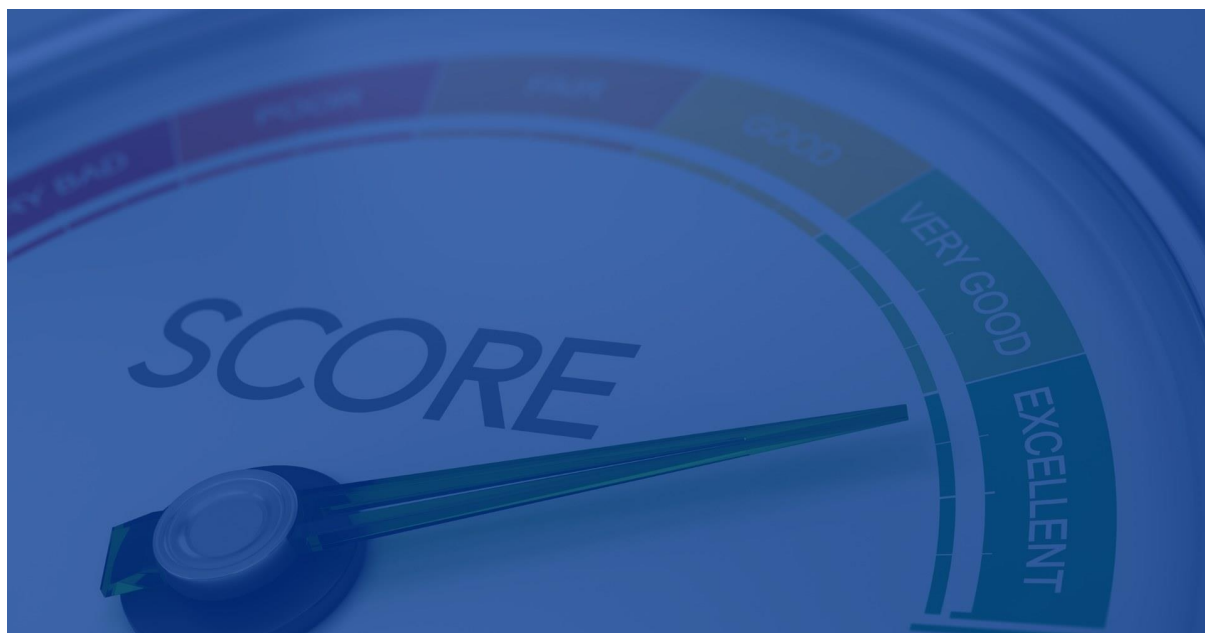


The Local Offer is a description of all the services available to support disabled children and children with SEN and their families. This information should set out what is normally available in schools to help children with SEN as well as highlighting what support is available for families who need additional help to support children with more complex needs.

 **LINK** >> [Derbyshire Local Offer](#)

If parents of the school require any further support, please contact the class teacher in the first instance, then the SENCo.

What do people say about Saint Mary's?



*In our most recent **OFSTED** report (Jan 2023), inspectors said:*

[OFSTED 2023](#)
