



# St Mary and St Joseph SEND report 25/26



## Our school's approach to supporting pupils with SEND

At St Mary and St Joseph VC Academy, we believe that all children have the right to an effective education in the setting of their choice. We are here to support families and children by providing an inclusive learning environment that meets the needs of every pupil whether they have a specific need or not. We foster a strong partnership between the school and wider community whereby any issues relating to SEND are brought to the attention of a teacher, the SENDCo or head teacher so that we can work together to find solutions. Carefully considered involvement of external professionals promotes progress for learners with SEND and provides a support network for families. All cases are treated with respect and confidentiality whilst taking the pupil and family's views into account throughout.

Throughout the school children are supported by daily 'quality first teaching' within their age appropriate year groups. For children identified as having specific and profound additional needs they have access to specialist targeted provision and support as required, supported through our work with a variety of external agencies.

Classes have timetabled support from highly skilled Teaching Assistants to ensure pupils are provided with support at the point of contact and as and when needed throughout the school day. The Teaching Assistants work with the children to deliver interventions to support in Reading, Writing, Maths Social Communication and well-being. Each intervention is structured to maximise impact and measure outcomes for each child.

We are supported by many additional services and have programmes in place from local services including involvement from East Riding SALT Team (speech and language), East Riding SAPTS team (Sensory and physical teaching Service) as well out outreach support from Kingsmill in Driffield.

The speech and language therapists work directly with pupils and provide training for the teachers and Teaching Assistants delivering the speech intervention programmes.

Pupils with social emotional and mental health difficulties are supported by Mrs Morris in who works with the children to provide daily check-in's, friendship groups, nurture groups and one to one ELSA sessions, depending on the need of the child.

Pupils with specific physical difficulties are supported by set programmes from SAPTS, these are delivered by the achievement support assistant or class teachers.

The SENDCO oversees programmes and ensures that staff working directly with pupils are fully trained and that training is updated regularly. Pupils with specific communication and interaction difficulties (Autism, Asperger's, and Global Delay) are supported by the school's speech and language therapist and outreach team from Kingsmill special schools. The SENDCO regularly liaises with the outreach teams to plan targeted support for individual pupils.

## Key staff and expertise

Name of SENCO	Email address	Phone number
Sarah O'Donnell Kelly Ashton	senco@smsjyorks.org	01759303287

Name of staff member	Area of expertise
Sarah O'Donnell	All areas of SEND SENDco at school for 10 years
Kelly Ashton	EAL SEND
Christine Morris	ELSA, Emotional support for children.
Kathryn Mullarkey	1-1, supporting vulnerable children with complex needs including ASC, communication and language, ADHD
Louise Walton	1-1, supporting vulnerable children with complex needs including ASC, communication and language, ADHD
Maria Smithson	1-1 supporting behaviours and ASC

How we ensure we meet the need of the children in our care.

### **Quality First Teaching**

We ensure all pupils have access to high quality teaching. To a great extent, good teaching for pupils with SEND is good teaching for all. Teachers at St Peter's have developed a repertoire of different strategies they can use flexibly in response to the needs of all pupils. Including: – flexible grouping; – cognitive and metacognitive strategies; – explicit instruction; – using technology to support pupils with SEND; and – scaffolding.

### **Interventions**

At St Mary and St Joseph's we complement high quality teaching with carefully selected smallgroup and one-to-one interventions Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. High quality teaching reduces the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention (from universal to targeted to specialist) increases with need. Interventions are carefully targeted through identification and assessment of need

### **Support Staff**

Effective deployment of teaching assistants (TAs) is critical. Our School leadership team pay careful attention to the roles of TAs, well-trained and properly supported, ensuring they have a positive impact on pupils with SEND.

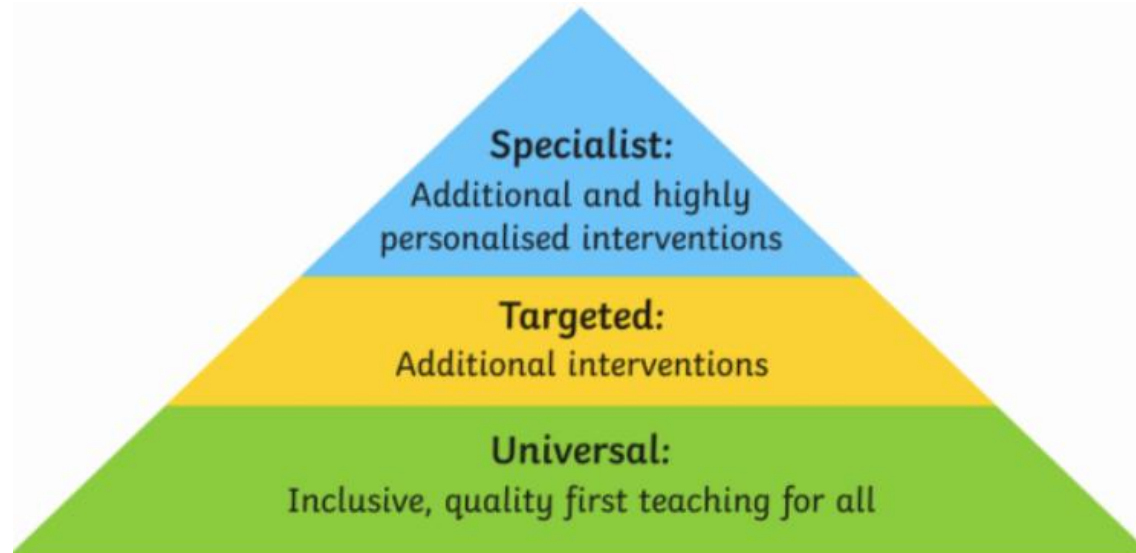
At St Mary and St Joseph's, TAs add value to what teachers do, not replace them. Where possible, they help pupils develop independent learning skills and manage their own learning.

TAs deliver high quality one-to-one and small group support using evidence-based structured interventions.

At St Mary and St Joseph's, we follow a graduated approach to supporting all our pupils, especially those with special educational needs. All children access the universal level, inclusive quality first teaching for all, with some children requiring some targeted support through

additional interventions and in some cases, where necessary, specialist support is requested, providing additional and personalised interventions.

**We use a graduated response system to identify pupils with additional needs.**



**Universal**

High Quality Teaching Research shows that by supporting high quality teaching improves outcomes for pupils with SEND .Teachers develop a repertoire of the following strategies, which they use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND. Where possible, teachers adopt the following strategies within their everyday practice:

**Explicit Instruction Teacher-led approaches** with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

**Cognitive and metacognitive strategies**

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

### **Scaffolding**

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

### **Flexible Grouping**

Allocating groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

### **Use Technology**

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser/ipad to share students' work or to jointly rework an incorrect model.

### **Targeted Additional Interventions At St Mary and St Joseph's**

Our highly trained teaching assistants deliver targeted interventions to individual pupils or small groups. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Interventions are targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Teaching assistants deliver short sessions, over a finite period (usually 6-10 weeks) that link learning to classroom teaching, such as:

Numbersense

IDL – reading and maths

RWinc 1:1

Circle of friends

We also offer interventions that support the children to develop their social, emotional mental health and wellbeing, such as: Drawing and Talking, Brick Therapy and ELSA

### **Specialist Additional and highly personalised interventions**

At St Mary and St Joseph's, most children's needs can be met, however, some children with more complex and significant difficulties may require specialist services to support what the school can offer. East Riding SEND team work together to provide advice and support to school to help us to meet the needs of children and young people with SEND.

The service consists of specialists in the areas of:

- educational psychology
- early years SEND
- communication and interaction (autism and speech, language and communication needs)
- cognition and learning (such as specific or general learning difficulties, dyslexia or dyscalculia)
- sensory and physical (hearing impairment, visual impairment, physical and medical needs)
- social, emotional and mental health

If we feel a child needs additional specialist support we would refer to the SEND team. During the referral process we need to provide evidence that we have already exhausted all our resources and skills in meeting the learner's needs. All referrals will be assessed, with consideration of the wider context taken into account, for example, family situation, experience of the setting and involvement of other agencies. These agencies provide vital services to the families and children of our school.

## How does St Mary and St Joseph identify and assess Children and Young People with SEND?

### Identification and Assessment arrangements

The school policy for SEN follows the guidance of the Code of Practice that recommends four stages of action. Prior to this there will have been an expression of concern either from the class teacher, teaching assistant, parent/carer or other member of staff with regard to lack of progress, or otherwise, in any given area of development

#### 1. Cause for concern

The trigger for intervention through Cause for concern follows cause for concern about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not changed by the behaviour management techniques usually employed in school (see behaviour policy)
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and or interaction difficulties and continues to make little or no progress despite provision having been made to support these.

#### 2. Working in collaboration with the SENDCO and parents/carers, teachers must:

- Collect all relevant information on the child
- Be responsible for initial assessment and evaluation of child's needs and progress
- Register children at Cause for concern when necessary interventions, including TA support, are additional to or different from those provided as part of the school's differentiated curriculum.



- Use targets and strategies to enable the child to make progress and record these on an school passport

**3. Evidence to support identification includes:**

**EYFS:**

- EYFS Baseline
- EYFS assessments/collection of evidence from observations
- End of Year assessments
- Ongoing observations
- Class teacher's recommendations
- Health concerns

**Years 1 – 6:**

- Child's progress against objectives set out by National Expectations and Age-Related Targets
- Ongoing teacher assessments
- Termly assessments and target setting, including class and whole school assessment data including pupil tracking
- Health concerns

If these concerns remain, the class teacher will inform the SENDCO and complete a cause for concern form. The Class Teacher and SENDCO will agree what initial support is needed, the class teacher will ensure this is carried out and evaluated.

If this short-term support doesn't help the child may be given a personal support plan.

The teacher will draw up a personal support plan – based on the child's needs and inform the parents. The personal support plan and support strategies are implemented.

Progress will be reviewed termly and a decision will be taken as to whether the child will either move to Cause for concern, remain targets on a personal support plan with new targets set, or, if adequate progress has been made and there is no longer cause for concern, the child can be removed from the SEN Register and the parents/carers informed.

**Adequate progress could be defined as follows:**

- It closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- It is similar to that of peers starting from the same baseline
- Targets on a personal support plan are achieved
- It matches or betters child's previous rate of progress
- It demonstrates an improvement in self-help, social or personal skills
- It demonstrates improvements in child's behaviour

## **School Request for Statutory Assessment**

It is the responsibility of the SENDCO in collaboration with the class teacher, parents and head-teacher to provide the LA with evidence of action taken through the various stages.

The school considers, working co-operatively with the parents, LA, child and other agencies, whether a statutory assessment of the child's SEN is necessary.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

- A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.
- A child has learning difficulties if he or she:
  1. Has a significantly greater difficulty in learning than the majority of children of the same age
  2. Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA
- Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.
- St Mary and St Joseph will have due regard for the Special Needs Code of Practice (COP) when carrying out our duties towards all pupils with special educational needs, and **ensure that parents/carers are notified when SEN provision is being made for their child.**

At St Mary and St Joseph VC Academy we will ensure that:

- Children with special educational needs are offered full access to a broad, balanced and relevant curriculum
- There is a differentiated curriculum in place appropriate to the individual's needs and ability.
- All pupils requiring special educational needs provision are identified as early as possible in their school life and appropriate strategies are put into place.

- Children with special educational needs are fully integrated into the academic and social life of the school and are able to reach their full potential and maximise their achievements.
- Parents/carers of pupils with special educational needs are kept informed of their child's progress and attainment
- Special educational needs children are involved, where practicable, in decisions affecting their future SEN provision
- All children are valued, respected and equal members of our school regardless of gender, disability, race, culture or cognitive development.

**We will seek to provide the maximum opportunities for all children and to remove barriers to learning for all children. As such provision for children with Special Educational Needs is a matter for the school, parents and children as a working partnership.**

#### Local Offer

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.

Visit the East Riding Local Offer website: [https://www.eastriding.gov.uk/local-offer/?utm\\_source=eastridinglocaloffer.org.uk](https://www.eastriding.gov.uk/local-offer/?utm_source=eastridinglocaloffer.org.uk)

Visit the Families Information Service Hub – <https://www.eastriding.gov.uk/living/children-and-families/families-information-service-hub/>

#### Named contacts

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