

SEND AT ST MARY'S CE PRIMARY SCHOOL



ALL CHILDREN AT ST MARY'S CE PRIMARY SCHOOL HAVE ACCESS TO AN INCLUSIVE EDUCATION WHICH PROMOTES AND IS DELIVERED WITH HIGH EXPECTATIONS FOR ALL



IDENITIFICATION

- Teachers' initial concerns are shared with the SENCO and parents.
- Adaptations are put into place and referrals made to specialist agencies if required.



PROGRESS AND MONITORING

- Children on the SEN register are set shortterm targets on individual support plans (ISPs). These are reviewed by teachers and parents termly.
- All children's progress is discussed at termly pupil progress meetings.



INVOLVEMENT IN THE SCHOOL COMMUNITY

- All children, are invited to lunchtime and after-school clubs.
- All children, are involved with class trips and assemblies/performances.



CURRICULUM

- All children are exposed to high quality, adaptive teaching.
- Gaps and misconceptions are identified quickly and teaching is adapted to address these.
- All teachers have high expactations and all children are exposed to the same curriculum.



INTERVENTIONS

- Areas of need or gaps in learning are identified at pupil progress meetings.
- Interventions are planned collaboratively according to the current needs of the school.
- Intervention impact is recorded on the school provision map half termly.



STAFF TRAINING

- Teachers have been trained in adaptive teaching by the SENCO.
- Curriculum leaders have recieved training and guidance in adapting their curriculum to enable all students to access the intended curriculum.
- Ongoing training is provided for staff in response to current teacher and pupil needs.



HOW ARE THE FOUR AREAS OF NEED ADDRESSED AT ST MARY'S CE PRIMARY SCHOOL?

52 children are currently receiving additional SEN Support.





COGNITION AND LEARNING

- Targeted support from teachers and TAs where building independence is a key principle.
- Specific interventions tailored to current needs of pupils.
- Adaptive teaching techniques used to support or remove barriers to learning.



COMMUNICATION AND INTERACTION

- Intervention from trained Speech and Language Therapists where specified on EHCPs or Therapy programmes delivered through intervention.
- Use of additional supports such as Colourful Semantics, Widgit and Language for Thinking.
- Adapted curriculum which provides alternate recording methods in lessons.



SOCIAL, EMOTIONAL AND MENTAL HEALTH

- Specialised support from our MHST, Allchild and SENCO .
- Use of Zones of Regulation throughout the school.
- Positive, welcoming and constructive relationships between staff, pupils and families.



SENSORY AND/OR PHYSICAL

- Intervention from trained
 Occupational Therapists where
 specified on EHCPs or Therapy
 programmes delivered through
 intervention.
- Sensory Aids including Theraputty,
 Wobble Cushions and Chew Toys used for children where needed.
- Sensory Circuits used for children where needed.



ASC- AUTISTIC SPECTRUM CONDITION

Many children in our school are diagnosed with Autism

- Pupils are integrated into mainstream classes.
- Pupils are given specific support for particular areas of need associated with this condition as outlined above.