



A Vision for SEND

"You are a thought of God, You are a heartbeat of God. To say this is like saying that you have a value which in a sense is infinitive that you matter to God, in your completely unique individuality" (Pope John Paul II)

St. Mary's is a Catholic school in which each individual grows in the knowledge and love of Christ. In partnership with parents and the whole community, our purpose is to provide a high standard of education, giving the maximum opportunity to realise each person's potential.



At St Mary's we believe that all our pupils have the right to an education which is appropriate to them as individuals and provides opportunities for them to learn about the world and explore **CULTURE**. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience.

At St. Mary's we:

- Put the child at the centre of everything we do
- Involve children and their families in discussions and decisions which affect them allowing the children themselves and communicate with others- **ORACY**
- Do everything that we can to meet the needs of children with SEN
- Set ambitious targets which are not limited by the identification of SEN
- Focus on inclusive practices which removes the barriers to learning and promotes **RESILIENCE**
- Ensure and enable pupils with SEN to engage in activities and the curriculum alongside their peers (with support if required)
- Identify, as early as possible, children who may have SEN

In summary:

- Individual outcomes will be set in collaboration with the child, their family and class teacher.
- The needs of most children, including those with SEN, will be met by high quality, differentiated teaching in the classroom which promotes **INDEPENDANCE**.
- In some instances, carefully planned interventions will be introduced to provide **POSSIBILITIES** and to meet specific, individual needs.
- The impact of these interventions will be measured over time.
- Provision will be mapped to ensure that staff deployment, resource allocation and the choice of intervention is effective.
- Staff will keep up to date through well targeted, continuous professional development.

- We enable a cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meet the needs of each child.



Support for emotional and social **WELLBEING**

At St. Mary's we provide support for pupils to improve their emotional and social development in the following ways:

- Dedicated **WELLBEING** page on the school learning platform for pupils and parents to access.
- Access to ongoing support from an Educational Psychologist.
- We offer emotional support groups, including ARC.
- We offer and provide interventions such as 'Starving the Anger/Anxiety Gremlin'.
- We have a school worry box set up for all pupils to access in the school hall.
- We provide specialists support for **The ARTS** through Music and Art Therapy sessions.
- Pupils with SEN are encouraged to be part of the school council and other roles of responsibility
- Pupils with SEN may be supported at break times to promote teamwork and building friendships.
- Pupils and their families can meet with their class teacher or another trusted adult to discuss any concerns.
- We have a zero-tolerance approach to bullying. Please refer to our anti-bullying policy on our school website.

All pupil's at St. Mary's will be supported recognise positive states of mind and how this can tend to your physical and mental **WELLBEING**.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their outcomes, each term (Pupil Profile review meeting).
- Reviewing pupils' progress in standardised summative tests, each term.
- Monitoring progress in reading, comprehension and spelling over time (Salford for Reading/ Vernon for Spelling.)
- Ongoing formative teacher assessment, classroom observations, 'book looks'.
- Reviewing attainment on specific programmes, for example RWI.

- Discussing with pupils their views on their individual progress and allowing children time for **REFLECTION** through the school 'Pupil Voice' form.
- Holding parent, child, teacher, SENCO review meetings each term (Pupil Profile Meeting.)
- Monitoring by the SENCO, SEN Governor and senior leaders.
- Using baseline and end of intervention assessment to measure the impact of specific interventions (using the school TA Pupil Intervention sheets.)
- Holding annual reviews for pupils with EHCPs.
- Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN, allowing all pupils to explore **POSIBILITIES** and to use their **INITIATIVE**.

"An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts" (Pope Francis)

