

# SEND INFORMATION REPORT 2023-2024

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## **Special Educational Needs and Disability Information Report**

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published below will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The following document details Mount Carmel R.C. Primary School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Manchester's Local Offer, which details the provision available in all Manchester schools.

Head Teacher	Mrs Kirsty Seaborn
SENDCo	Mrs Deirdre Watson
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Age range	3-11 years

### **What is SEND?**

Quality first teaching for all children is at the heart of what we deliver at Mount Carmel. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. All classes are supported by teaching assistants and pupils are frequently offered additional small group work.

However, for some children there will be occasions when further additional support may be needed to help them to achieve their learning. At different times in their school life a child may have a Special Educational Need/ Disability (SEND) which means they need to access support over and above what is provided for all children.

There are four main areas of need, as set out in the 2014 SEND Code of Practice. These are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health
- Sensory & Physical Needs

Linked policies- SEND Policy - Accessibility Policy - Medical Policy – Mental Health Policy

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. We promote high aspirations, independence and equality, celebration of every success and the development of the skills necessary for adult life.

## **Steps to identifying children with SEND**

Step 1- Quality First teaching for all children. Regular assessments take place. Whole school data is tracked.

Step 2- Pupil Progress meetings take place termly. SENDCo attends with each class teacher. Children who are falling behind are identified and discussed. Targets are set on a tracking sheet. Parents/carers are notified of concerns. Small group or individual support will be offered.

Step 3- If the pupil continues to fail to make progress despite high quality provision and targeted support, the child will be placed on the SEND register. Targets are adapted further and additional support continues to be allocated. Parents/carers are informed.

Step 4- If the child continues to struggle to achieve targets, specialist outside agencies are approached to carry out assessment, depending on area of need. This could be EP or SALT. A feedback meeting with parents/carers is held and further targets/ approaches are planned.

Step 5- If the child's needs are complex and long term an application for an EHCP can be made, with parental permission. A meeting with parents and relevant agencies is held prior to the application being made.

## **How we support children with SEND.**

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. There is an important emphasis on high quality teaching for all children and how this can help all children to make progress. However, many children at some time in their school life, will need extra help. Therefore, we offer the following support for children with SEND.

Each child's teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered.
- Matching activities to the ability/ need of each child.
- Adapting learning materials such as equipment and activities to suit each child's needs
- Other small group support to promote skills identified in the child's tracking sheet
- Using additional adults within the classroom to support vulnerable learners
- Offering support at playtimes and lunchtimes

With the permission of parents, we may seek additional advice from outside specialists such as speech and language therapists, occupational therapists, health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to school on how best to support the child
- Suggest resources that would help the child make progress

Our teachers and teaching assistants work in partnership with parents/carers and the SENDCo to find ways to support each child with their needs, including offering parents ideas about how to help their child at home.

Our school staff set targets for children with SEND which are shared with parents/carers on a termly basis. We will always accommodate parents/carers if they want to discuss their child's needs.

It is important that children know their targets and understand the reason why they are working on a target. At the start of a new tracking sheet the TA spends time with the child talking through their new targets. A traffic light system is used at the end of every session so that the child can reflect on their learning and understand their achievements. This also helps the child to take greater ownership of their learning. Where a child has struggled, reassurance is given and the child understands there is more work to do.

If your child has Special Educational Needs/ Disability the SENDCo will:

- Ensure the right support is put in place for each child
- Advise teachers and TAs on how to help each child
- Ensure parents have access to their child's targets
- Arrange training for staff so they understand each child's needs
- Work closely with parents and listen to any ideas or concerns they might have
- Work with other professionals who may be able to help individual children.

### **Tracking sheets**

All teachers are aware that children learn in different ways and high quality teaching and classroom adaptations provide the majority of SEND support. A termly tracking sheet is completed for each child which sets out a small number of simple targets that the child will focus on. This does not cover the totality of the approaches being used, but it is a tool to track whether specific interventions are successful and the child is making progress.

### **Evaluating the effectiveness of provision for children with SEND.**

An 'Assess – Plan - Do – Review' approach is taken for all children with SEND.

Meetings are held every term during between SLT and the class teacher at Pupil Progress in order to review this process for each individual pupil. Discussion takes place around next steps for the child.

Staff deployment is carefully considered following these meetings and changes to teaching assistant timetables takes place to reflect the needs of the children in each class.

These meetings feed into Aim Higher Meetings. Aim Higher meetings are an opportunity for the class teacher and child to discuss progress, set targets and helps the child understand their learning goals.

The SENDCo is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of provision made for children with SEND.

### **Looked After Children (LAC) AND Special Educational Needs and Disabilities (SEND)**

LAC children who are identified with SEND will follow this procedure and social care will be kept fully updated at PEP reviews. The Designated Person for LAC is Miss Elizabeth Green.

### **Education, Health and Care Plans (EHCPs)**

If a child's needs are complex and long term we may ask the Local Authority to carry an assessment for an Education, Health and Care Plan.

This is a detailed assessment of the child's needs. Parents/ carers, the school and a range of professionals will be asked to provide written reports.

At the end of the assessment phase the Local Authority will consider these reports to help to decide whether or not to issue an Education, Health and Care Plan for the child. If they do, this is a recognition from the Local Authority that additional resources are needed to help your child, although the school continues to fund a significant proportion of this.

Parents/ carers also have the right to ask the Local Authority to carry out this assessment.

EHCs are only appropriate for a small number of children.

The Information Advice Service can offer further advice to support you with this matter.

[Parents@manchester.gov.uk](mailto:Parents@manchester.gov.uk)

**Parent Confidential Helpline:** 0161 209 8356 (Monday to Friday 8.30am-4pm)

### **Continuous professional development.**

The SENDCo is responsible for ensuring that all teaching staff receive appropriate training and support. In addition, different members of staff have received specific training related to SEND, depending on the children they are supporting.

These include:

- Supporting children with speech and language difficulties
- Implementation of specific SALT programmes, such as Colourful Semantics
- Implementation of approaches for children on the autistic spectrum
- Supporting children with emotional, behavioural and mental health needs
- Delivering a range of literacy and numeracy approaches
- Precision teaching methods
- Moving and handling training
- Peg feeding training
- Supporting children with hearing loss or vision impairment
- Positive handling

Staff who support these children are encouraged to be reflective practitioners and adapt their practice as necessary over time.

Children with SEND will, when appropriate, access specialist support services, including:

- Speech and Language Therapy
- Educational Psychology
- CAMHS (Child and Adolescent Mental Health Services)
- MThrive
- School Health
- Bridgelea Pru outreach
- Bowker Vale outreach
- Specialist teachers from VI AND HI Service
- Lancasterian Outreach
- Drama Therapy
- Caritas social worker

These services work alongside school staff and inform them of programmes, strategies and resources that will further support the children with SEND. School staff then implement these approaches. Specialist services also attend reviews and can offer additional evidence and support when applications for statutory assessment are made.

## **Wellbeing**

Mount Carmel is keen to understand the emotional well-being of all its pupils. The school offers a wide variety of pastoral support and SLT hold a Pastoral Meeting every half term to review all vulnerable children and any other children who are causing concern. The Caritas social worker also attends this.

There is also a robust PSHCE curriculum embedded throughout the school designed to celebrate differences, encourage mutual respect and tackle issues such as bullying. The faith life of the school also strongly promotes equality, respect and forgiveness.

A drama therapist is employed to work through KS2 to promote mental health awareness and support children who struggle in this area.

Extra care is taken to ensure children with SEND have access to these approaches. Where there are concerns for the well-being of a child with SEND, staff are proactive in raising it on CPOMS. Children with SEND are then prioritised for this support. Staff are also proactive in liaising with parents/ carers to explore what approaches might be best in supporting their child.

The SENDCo also makes referrals into CAMHS/ MThrive, in partnership with parents.

## **Extra-Curricular Activities**

Consideration is given to the allocation of places on extra-curricular activities. Children with SEND are prioritised for places, to ensure they can access at least one activity per year if they wish to do so.

A TA is provided to support children with SEND during these sessions where necessary.

## **Transitions**

Some children find transition difficult. We aim to support all children through their transition either from EYFS into KS1, across buildings into KS2 and into secondary school. We ensure that children who find transition into a new class difficult are thoroughly supported through visits to the new class in the summer term, meeting new class teachers, accessing a transition sheet to take home to refer to over the summer, meetings with class teacher/ SENDCO and parents/ carers wherever possible. Phone calls from the new class teacher to parents who are anxious about the move are organised.

Transition from primary school to high school is planned carefully for children with SEND. All key information is passed over to the high school during the summer term. Additional meetings for children with EHCPs are held, involving parents and the high school. Additional visits to the new setting are made by the child, accompanied by a TA. Particularly vulnerable children are offered a high school transition programme (designed by SALT) to offer additional support.

## **Concerns About School's Provision.**

Should you feel that you are unhappy with the support your child with SEND is receiving from school, make contact with the class teacher in the first instance to discuss your concerns.

If your concerns continue, contact the SENDCo

[d.watson@mountcarmel.manchester.sch.uk](mailto:d.watson@mountcarmel.manchester.sch.uk)

or headteacher [head@mountcarmel.manchester.sch.uk](mailto:head@mountcarmel.manchester.sch.uk)

In the unlikely event that your concern is not resolved, then please contact our SEND Link Governor, Mrs Nicola Malone or Chair of Governors.

**Link to the Manchester Local Offer**

Each local authority must produce a local offer. Find below the link to Manchester's local offer.

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

**Who can I contact for further information?**

If you have any further queries about Mount Carmel RC Primary School, please contact the school office on

Infant Department – 0161 205 7131

Junior Department- 0161 740 4696

and ask to speak to Mrs Deirdre Watson, SEND Coordinator.