

St. Mary's College Preparatory School SEND Offer

Introduction	
1. School ethos for SEND (Special Educational Needs and Disabilities)	<p>St. Mary's College Preparatory School is a 4 – 11, independent coeducational day school. St. Mary's College Preparatory School is keenly aware that addressing individual learning needs is the key to pupil success.</p> <p>Special Educational Needs and Disabilities (SEND) of pupils are managed by the Special Educational Needs Co-ordinator (SENCO).</p> <p>St. Mary's College Preparatory School makes provision in accordance with the SEND Code of Practice 0 – 25 (January 2015) and the Equality Act 2013. St. Mary's College Preparatory School takes a whole school inclusive approach to pupils with special educational needs and disabilities, recognising that the aims of the school are the same for all pupils, whatever their abilities.</p> <p>Special Educational Needs and disabilities are identified in terms of learning, communication, interaction, emotional health and physical and sensory needs. St. Mary's College Preparatory School is committed to working in partnership with the pupil, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all pupils.</p>
2. The arrangements for consulting parents/carers of students with special educational needs and disabilities	<p>There is regular contact with parents/carers of pupils on the SEND register. Parents/carers may also contact their child's class teacher who will then pass on the concern to the SENCO. Partnership with parents/carers is regarded as essential for good progress to be made. Parents/carers are welcome to contact the SENCO at any time regarding concerns about a pupil. The recommended ways are by email or telephone.</p>
3. The arrangements for consulting young people with special educational needs and disabilities, and involving them in their education	<p>St. Mary's College Preparatory School aims to ensure that all pupils have complete access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. Every pupil is provided with opportunities to make progress in every aspect of their development enabling them to achieve their full potential. In making such provision our school objectives are:</p> <ul style="list-style-type: none"> ● To identify and assess pupils with SEND needs as early as possible and monitor progress ● To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children ● To closely monitor and review progress towards these objectives ● To use 'SEND support plan' to provide information for teaching staff ● To work with outside professionals ● To have supportive conversations with appropriate members of staff ● The SENCO has an open door policy for pupils

4. The name of the Special Educational Needs Co-ordinator	The Special Educational Needs Co-ordinator is Mrs Siân Murray
5. Any arrangements made by the governing body relating to complaints from parents of students with special educational needs and disabilities	<p>We work hard to be in effective communication with pupils and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.</p> <p>If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCo has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school's attention.</p>
6. Information on where the Local Authority's local offer is published	<p>http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0 - Sefton Local Offer</p> <p>https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/ - Lancashire Local Offer</p> <p>https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0 – Liverpool Local Offer</p> <p>It is important to note that the school is not bound by these offers and they are for information purposes only.</p>
Identification and Early Intervention	
7. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have Education, Health and Care Plans, including how the school evaluates the effectiveness of its	<p>Parents and staff will know that special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical. <p>The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. This could happen in many different ways such as:</p> <ul style="list-style-type: none"> • Liaison with nurseries to discuss current level of support on transition. • Teachers may raise a query with the SENCo • Pupils are offered a dyslexia screener test if class teacher or parent have raised a concern. This is not a diagnosis for dyslexia, but an indicator as to whether further testing with an Educational Psychologist is required. • Suggested strategies are put in place by the class teacher.

<p>provision for such pupils.</p>	<ul style="list-style-type: none"> • Deputy Headteacher and Headteacher also track pupils after every report cycle.
<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured.</p>	<p>The SENCo is part of a rolling CPD programme for all staff and delivers both while school and small group training.</p> <p>Staff team will have regular updates in regards to:</p> <ul style="list-style-type: none"> • ASC • ADHD • Dyslexia/Dyscalculia • Neurodiversity • BSL <p>This list is not exhaustive.</p>
<p>Quality First Teaching</p>	
<p>9. Information about the schools policies for making provision for students with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</p>	<p>All our pupils access high quality inclusive teaching, adjustments are made when a learning difference is identified to ensure pupils can fully access the curriculum.</p> <p>St Mary's College Preparatory School aims to ensure that:</p> <ul style="list-style-type: none"> • All staff provide high quality teaching which allows pupils to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum. • Members of staff understand that they are all teachers of pupils with special educational needs and disabilities. • All pupils, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. • Every pupil in school is provide with opportunities to make progress in evert aspect of their development, enabling them to be the best they can be. • Pupils work individually or in small group to receive targeted support
<p>10. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<ul style="list-style-type: none"> • Writing slopes • Coloured overlays • Coloured exercise books • Laptops • Pencil grips • Access arrangements for exams • Wobble cushions

	<ul style="list-style-type: none"> • Chair bands • Appropriate fidget items • Weighted blanket
<p>11. SEND Support</p>	<p>The process for implanting SEND support is described as the Graduated Approach and is fully operational in school and has 4 main stages; _</p> <p>Access – to understand the pupil’s learning profile</p> <p>Plan progress – consider curriculum, access arrangements and interventions</p> <p>Do – determine out come and timeline</p> <p>Review – decide further action after discussing outcomes with parents and pupil</p> <p>We gather information about a pupil in order to gain an accurate picture of the pupil’s needs.</p> <p>The identification of SEND is part of a robust system of monitoring the progress and development of our pupils. The needs of all children are met through good quality inclusive teaching; we identify children who have SEND when they require different or additional support to the school’s first quality offer in order to make progress. Termly assessments identify those children who are not making expected progress and require more targeted support, their parents are notified and their views as well as the views of the child, are incorporated into any support plan.</p>