



# **St Mary's Church of England Primary School**

## **SEN Information Report 2018**

### **What kinds of Special Educational Needs and Disability (SEND) does the school provide for?**

The school accommodates all SEND in line with The Equality Act 2010 and provision is available for all four areas of need as outlined in the 2014 SEND Code of Practice:

Communication and interaction- difficulty in communicating with others, including children with Autistic Spectrum Disorder (ASD) and Asperger's Syndrome, who may have difficulties with social interaction, language, communication and imagination.

Cognition and learning- where children may learn at a slower pace than their peers. Children may also have a Specific Learning Difficulty (SpLD) such as dyslexia, dyscalculia or dyspraxia.

Social, emotional and mental health difficulties- children may display challenging, disruptive or disturbing behaviour which may reflect underlying social, emotional and mental health issues. The school will seek to recognise and identify these underlying issues through our knowledge of the child. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs- where children have a disability which prevents them from making use of the educational facilities generally provided and includes children with visual impairment, hearing impairment or a multi-sensory impairment. They require specialist support and/or equipment to enable them to access learning and all the opportunities that are available to their peers.

The SENCO team and contact details are:

Katie Cooke - SENCO: [KCooke@stmarysce.org.uk](mailto:KCooke@stmarysce.org.uk)

Deb Challenger - Assistant SENCO: [DChallenger@stmarysce.org.uk](mailto:DChallenger@stmarysce.org.uk)

### **How does this setting know if their child/young person needs extra help and what should I do if I think my child/young person may have special educational needs?**

'A pupil has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice, 2014)

Pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching. The purpose of identification is to work out what action the school needs to take to support the child. The school identifies the needs of pupils by considering the needs of the whole child, not just the special educational needs.

Assessment is a continual process that can identify pupils who may have special educational needs.

We measure pupils' progress through: - The use of tracking data to track pupil progress - The use of school agreed assessments - The use of standardised assessments - Discussions among staff in departmental and pupil progress meetings - Discussions between the class teacher and SENCO team - The results of National Curriculum Tests - Liaison and consultation with outside agencies - Assessments carried out by outside agencies

The teacher and SENCO team consider all the information about the pupil's progress, as well as national data, expectations of progress and the child's views. This includes accurate assessment using standardised tests and early assessment materials. This information is then used to decide whether special educational provision is needed. The school may also ask for more specialised assessments from external agencies and professionals. If pupils are identified as having SEN they are placed on the Special Needs register at SEN Support.

If a child continues to show significant cause for concern, the Educational Psychology service will be involved and asked for advice. A request for statutory assessment may be made to the Local Authority (LA) and a range of written evidence about the child will support the request. The LA will then decide whether to carry out a formal assessment of the pupil and will then decide if an Education, Health and Care Plan (EHCP) is needed to enable the child to make progress and access learning. Parents will be consulted and asked for their views throughout the assessment process.

Half termly progress meetings are used to explore barriers to learning and actions steps to support children facing difficulties. Any concerns are discussed with parents at an early stage so that they are involved and informed and continue to be so throughout. Parents are encouraged to share concerns with the class teacher who will arrange a meeting with the Special Needs Co-ordinator (SENCO) or in her absence the Assistant SENCO. If concerns continue despite class teacher intervention, staff will discuss next steps with you which may involve your child receiving School Support, meaning being entered on the Special Educational Needs (SEN) register. This means that they have needs that require intervention that is greater than or different from their peers.

### **How will the setting support my child/young person?**

Children identified as needing extra support will have access to quality first teaching, small group support and if needed specific interventions delivered either one to one or in small groups. Children on School Support will have their needs identified on a Pupil Passport to which will identify their strengths and areas needing development, along with specific targets and actions needed. They will receive interventions in small groups and also one to one. If a child has an Education and Health Care Plan, they will receive additional support and specific interventions to match the outcomes stated on their plan.

Progress made is documented in each intervention session and overall progress is reviewed each half term by the SENCO. This review may mean that interventions may change in order to achieve the best outcomes for the child.

## **How will teaching approaches and the curriculum be matched to my child/young person's needs?**

We aim to provide an inclusive, creative, child led curriculum that will equip children to be successful in life. Staff have high expectations of all children. Skilled teachers will differentiate the content of the curriculum to ensure that all children are included but feel successful. Their individual targets will be planned for in lessons. If a child is identified as needing School Support, the SENCO may involve external agencies for further support.

## **What support will there be for my child/young person's overall wellbeing?**

It is important to us that children feel safe and have good relationships with adults and their peers. We aim to promote a positive view on learning. As a Christian school with a Christian ethos, we very much view each child as an individual. The teaching of Jesus- treating each other as we would wish to be treated, is at the heart of all we do. All staff care for and nurture all children in our care. In addition our Home School Link Worker (Lisa Winkle) is a source of support for children and families. She is also able to sign post parents to external agencies for support and continually supports and mentors children.

In addition, as a school, we follow the SEAL programme of study which supports children's social and emotional needs. If your child is identified as having a social or emotional need, they may receive interventions to support this.

If your child has a medical condition they will have a care plan in place, developed by the school nurse and SENCO team. If your child requires medication during the school day, a parent will need to sign to give permission for a member of the Senior Management Team (SMT) to administer it.

St Mary's adopt a positive behaviour system which uses a range of rewards to engage children. Regular praise, certificates, stickers and a collection of smiley faces can be traded for rewards. Through the use of consistent routines and clear high expectations of behaviour, we expect that the children will make the right choices.

## **What specialist services and expertise are available and accessed by the setting?**

The school has access to a number of agencies and professionals who support the school in promoting achievement for children and young people with SEN. The school receives consultation, advice and guidance from the LA's Inclusion Services -Educational Psychology Service and SEND services) which is outlined in a Service Level Agreement each year.

The school receives additional support, where necessary, from:

- the Hearing Impairment Service
- specialists in cognitive and learning disorders
- the Speech and Language Service
- the Visual Impairment Service
- the Physical Impairment service

- specialists in autistic spectrum disorders
- specialists in social, emotional and mental health difficulties
- the school nurse
- Behaviour Support

Our Home School Link Worker has links with social care to ensure the safety of children in our care.

### **What training have the staff supporting children and young people with SEND had or are having?**

Training needs are identified by the school's Senior Management team. Training is provided for the whole staff and governors in relation to SEN as part of the school's INSET training programme. This training may be provided by LEA advisory staff, the SENCo or other members of the teaching staff or outside training providers. The SENCo team also attend courses to ensure that information in relation to SEN is regularly updated.

Both teaching and support staff are trained in various teaching strategies and intervention programmes, this depends on the varying needs of the pupils with SEN. A number of support staff are trained in specific interventions such as Teaching Talking and Better Reading Partnership. All staff receives Stoke Speaks Out Level one.

### **How will my child/young person be included in activities outside of the classroom, including school trips?**

As a school we ensure equal opportunities for all children, including access to all out of school clubs and activities. If a member of staff notices a particular talent, he/she will be encouraged to join groups that will nurture this. Risk assessments are carried out if health and safety issues could arise for some children. Staff to child ratios are adhered to. We will always aim to make reasonable adjustments to ensure inclusion for all.

### **How accessible is the environment?**

Our school has two floors; Nursery, Reception and Key Stage one on the ground floor and Key Stage two on the first floor. We have a lift in order to access the second floor and a disabled toilet. We have disabled parking spaces in front of our school reception for easy access. Further information can be found in the school's Accessibility Plan.

### **How are the setting's resources allocated and matched to children's/young people's special educational needs?**

When a child's needs are assessed, resources are allocated on a priority needs basis. Children with an Education and Health Care Plan will have support commensurate with the outcomes stated on the plan by the local authority. Children identified as needing School Support, in addition to that provided in class, will receive support from within the schools budget. The resources used will be at the discretion of the Head teacher, governing body

and SENCo to best meet the needs of all learners. Resources may include use of iPads, computers, talking tins, additional adults, equipment and teaching arrangements.

### **How is the decision made about what type and how much support my child/young person will receive?**

Any decision regarding the support your child will receive is made with the advice of school, families and outside agencies. Discussions will take place in which needs are identified and appropriate strategies are suggested. It is then at the discretion of St Mary's to decide how available resources are deployed to best meet the needs of all learners, taking account of advice from outside agencies and parents views.

### **How will our child/young person be involved in the decisions about their learning?**

Our children appoint a school councillor for their class who ensures that the children's voices are heard. Any ideas or concerns are then passed to the school senior leaders and so their ideas do inform the school systems and policies. Children self-assess their learning and take an active role in their progress.

### **How will we be involved in the decisions about the learning of our child/young person?**

Here at St Mary's parent voice is important and we aim to respond to all comments or concerns. We have a parent voice board to display our interactions or responses to parents. Throughout the SEN process parents are asked their views and permission before actions are taken. We believe that an open and honest approach allows us to ensure a good outcome for the children.

### **How are parents involved in the setting? How can I be involved?**

This school values its good relations with parents and carers. Parents are encouraged to join the life of the school through invites to special assemblies, concerts, parents evening or sports days. Day to day contact takes place in diaries and discussions with staff.

Regarding children who have SEN, parents are involved at all levels, for example at the early identification stage; determining the level of support and the barrier to learning; at the review stage and at the transition stage from school to school and on to the next phase of education. The staff at St Mary's work hard to engage parents in all areas of school and are welcome to join the PTFA.

### **What do I do if I want to make a complaint?**

If parents are concerned about their child's progress in school they should first discuss their concerns with the class teacher, then a further meeting may be arranged with the SENCO or other member of the Senior Leadership Team. Following this meeting, the Head Teacher and the governing body may then be involved as necessary. If parents have a major complaint then they should contact the Head Teacher immediately.