



# St Mary's CofE Junior School

## SEND Information Report

January 2018

| SEN SCHEDULE   | Responses  |
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| <p>The kinds of special educational needs that are provided for.</p> | <p>St Mary's CofE Junior School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015).</p> <p>This SEN Information Report (SIR) conforms to the SEN (Information) Regulations <i>Clause 65 and the Schedule Regulation 3</i>. The Surrey County Council Local Offer can be found at the Surrey County Council website <a href="http://www.surreycc.gov.uk">www.surreycc.gov.uk</a> where parents/carers can access specific information about resources, advice and provision for children with SEND. (Special educational Needs and Disability.)</p> <p>Staff have been trained so as to be able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>❖ Cognition and Learning</li> <li>❖ Communication and Interaction</li> <li>❖ Social, Emotional and Mental Health</li> <li>❖ Sensory and/or Physical</li> </ul> <p>Our school offer has responses to FAQs for Parents which can be found on our website <a href="http://www.st-marys-oxted.surrey.sch.uk">www.st-marys-oxted.surrey.sch.uk</a> and our Provision Map which highlights the structure of provision at Wave1, 2 and 3. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).</p> <p>We have staff within the school who have been trained in;</p> <ul style="list-style-type: none"> <li>❖ ELSA (Emotional Literacy Support Assistant)</li> <li>❖ Learning Mentor</li> <li>❖ ELKLAN (speech and language support)with on-going training and support trained therapists.</li> <li>❖ Writing and phonics (in-house training)</li> <li>❖ Rapid Reading programme</li> <li>❖ Precision Teaching approach</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>❖ Dyslexia</li> <li>❖ Dyscalculia</li> </ul>  |
| <p><b>Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)</b></p> | <p>In order to identify who may have special educational needs we follow The Pathway Plan as set down by Surrey Children’s Services in response to the new SEN Code of Practice 2015. The Pathway Process begins with Wave 1 Quality first teaching and the parent/carer, child and school identifying a concern through the cycle of Pupil Progress Reviews. We then follow the Assess, Plan, Do and Review cycle.</p> <p>Children needing extra intervention are identified at regular Pupil Progress Review meetings and this data is used to analyse progress and attainment relative to age expectations and from baseline assessment levels. Meetings to share concerns are held with the parents/carer, child, class teacher and SENCO where the overall development of the child is discussed.</p> <p>The school has an SEND policy which can be found on the school website; <a href="http://www.st-marys-oxted.surrey.sch.uk">www.st-marys-oxted.surrey.sch.uk</a><br/>The SENCO is Miss Wylie. Her telephone number is 01883 712 817 and e-mail is: <a href="mailto:senco@st-marys-oxted.surrey.sch.uk">senco@st-marys-oxted.surrey.sch.uk</a></p> <p>The progress of all pupils is monitored also by the use of continuous target setting and assessment, such as: moderation of children’s work and assessments/ talking to the child; taking into account previous history – academic, behavioural and medical; monitoring emotional well-being through observations of behaviour and discussions with the child.</p> <p>The whole process identifies those children who may require additional support, which would then be discussed with parents/carers and child.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher.</p> <p>to discuss their concerns or alternatively they can speak to our Special Needs Coordinator (SENCO).</p> |
| <p><b>Arrangements for consulting parents of children with SEN and</b></p>  | <p>We have an open door policy where parents are invited to come in and speak to the Class Teacher and / or</p>  |

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| <p><b>involving them in their child's education</b></p>   | <p>SENCo should they have concerns about the overall progress of their child.</p> <p>The school also has a regular reporting cycle where parents are informed of progress. Following the report parents are able to come in to school in order to discuss how they can support learning and progress.</p> <p>We have a parent teacher association where parents can become involved in school life. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. In order for parents/carers to learn more about becoming involved in school life and their child's learning through working with the PTA, becoming a governor or a volunteer they should ask at the main office, where they will be signposted to all the correct contact information.</p> |
| <p><b>Arrangements for consulting young people with SEN and involving them in their education</b></p>   | <p>The SENCO liaises with key staff in the school where there are concerns about progress or engagement of a pupil. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the pupil. Pupils are then spoken to regarding progress / concerns. Where there are concerns that the difficulties faced are on-going and significant, a decision will be made about completing the Surrey Pathway Plan document.</p> <p>We seek the views of the pupils as we feel that it is important to have their views so that they feel involved in their own learning.</p>   |
| <p><b>Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review</b></p> | <p>During our assess, plan, do and review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder (parent/carer/outside agency/class teacher Teaching Assistant/Senco) can do in order to make a positive contribution. Parents and staff share information as part of the parents evenings; review meetings with SENCo and outside agencies working with the child; Information sharing and information gathering via individual meetings with class teacher and Teaching Assistants as required. Support for parents is offered and provided by the class teacher or the SENCo.</p>   |

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| <p><b>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</b></p> | <p>We hold meetings with staff at our local Infant and Secondary schools. During these meetings we share an overview of our learners who have SEN. Good practice is shared so that transition to the next phase is made easier. Staff from the secondary school comes in to work with learners to give them a familiar face for when they transfer. Visits to the local secondary school are also organised including extra visits with current staff and parents and we fully encourage all our learners to attend induction days. Also accessibility walks are held in the new setting with the child/parents/Occupational Therapy/Physiotherapy and, on occasion, the Sensory Support Service and the receiving Senco in the Autumn term of Year 6. Where we know there is likely to be high levels of anxiety we send staff along for parts of the induction day. For children transferring within school we hold meetings with the child, parents and staff to ensure a reduction in any anxiety they may be experiencing about the change. Photographs of receiving staff and the environment are given to the family to talk about over the summer holidays and Parents/carers are invited in to discuss the next stage of the young person's development. Guidance and signposting for advice is given during the meeting so that each stakeholder can take an active part in preparing for the next stage of education. The school also supports the transition of each child in the next stage of their education by:</p> <ul style="list-style-type: none"> <li>❖ Participation of parents in any relevant information sharing</li> <li>❖ Training for whole staff pre and post admission</li> <li>❖ Transition Annual Reviews</li> <li>❖ Encouraging parents to view a variety of schools and discuss best fit for their child</li> </ul> |
| <p><b>The approach to teaching children and young people with SEN</b></p>  | <p>We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children, not just those with SEN. This can be seen in our Provision Map. Quality First Teaching includes what every child can access e.g. differentiated activities, resources, use of simple language, writing frames, illustrated dictionaries, visual</p>   |

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|   | <p>timetable, visual cues, multi-sensory approach etc. Further provision is made as appropriate for the type and level of need. This support is outlined in the school's provision map which is available on our website. We take a holistic school approach to supporting learners through our Pastoral Care, which includes access to our Learning Mentor and our Emotional Literacy Support Assistant.</p>   |
| <p><b>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</b></p>                         | <p>We aim to deliver the curriculum in a variety of ways so that it is accessible to all pupils and engages them actively in their learning. This includes differentiating work so that it meets the range of ability and skills of our pupils; adapting resources and presenting information in different ways; and adapting the curriculum to best foster the active participation of all pupils, including those with special educational needs and / or disability. We also have differentiated behaviour plans for children as required. Our interventions are aimed at removing barriers to learning and ensuring that children's learning and skills are comprehensive and secure. These are delivered on a 1:1 basis, with children working in pairs or small groups supported by an adult; and the use of a range of teaching and learning styles. Our Accessibility Plan shows how adaptations are made to ensure equality of access.</p> |
| <p><b>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</b></p> | <p>We have staff within the school who have been trained in;</p> <ul style="list-style-type: none"> <li>❖ ELSA (emotional literacy support)</li> <li>❖ Learning Mentor</li> <li>❖ ELKLAN (speech and language support) with on-going training and support from East Surrey Hospital</li> <li>❖ Writing and phonics (in-house training)</li> <li>❖ Rapid Reading programme</li> <li>❖ Precision Teaching approach</li> <li>❖ Dyslexia</li> <li>❖ Dyscalculia</li> </ul> <p>We aim to ensure that all staff working with learners who have SEN, possess a working knowledge of the difficulty to help them in supporting access to the curriculum. Where it is deemed that external support is necessary we discuss any referrals with parents in the</p>   |

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|   | <p>first instance and gain full consent before proceeding with a referral. This academic year the school has worked with Learning and Language Support Service (LLS,) Behaviour Support Service(BSS,) the Physical and Sensory Support Service (PSS), the Educational Psychology Service, CAMHS, Speech and Language Therapy Service and the Linden Bridge Outreach service for ASD. Links with other agencies are sought as appropriate.</p>   |
| <p><b>Evaluating the effectiveness of the provision made for children and young people with SEN</b></p>   | <p>We review the needs of the learners within the school at Pupil Progress meetings and endeavour to put in place provisions in order to be able to cater for these needs. We also review individual children’s progress against specific targets set through outside agency assessments. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The Senco carries out learning walks and training which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance. Our provision mapping looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall make- up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</p> |
| <p><b>How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</b></p> | <p>Our whole school approach to inclusion supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. This we do with regard to the physical environment, learning and information sharing (ask to see a copy of the Accessibility Plan available at the main school office.) Additional staff accompany children on school trips and residential trips as a result of a child’s SEN needs.</p>   |
| <p><b>Support for improving emotional and social development. This</b></p>  | <p>We have a zero tolerance approach to bullying in the school which addresses the</p>  |

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| <p><b>should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</b></p>   | <p>causes of bullying as well as dealing with negative behaviour. Our PSHE programme also helps develop social and emotional development and we employ a Learning Mentor and an Emotional Literacy Support Assistant. They teach specific skills to groups of children or on an individual basis for social and emotional development. Any concerns for a child's Mental Health are discussed with the SENCo and parents. Every child learns that they can talk to a preferred adult in order to share any concern they may have.</p>   |
| <p><b>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</b></p> | <p>As a school we are concerned with the overall development of the learner which may necessitate at times working with agencies outside of the school setting. We hold meetings where professionals from outside the school and parents are invited to attend. During these meetings we discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and young people are consulted and parental consent sought so that agencies are able to work in supporting the overall development of the young person. We have a particular duty in ensuring that Children in Care including Looked After Children are given the appropriate support and care to help support their progress and engagement in learning. Our designated safeguarding lead is Mrs Lewis and our deputy safeguarding leads are Mrs Woodward, Miss Wylie and Mrs Bowles (01883 712 817). The following specialist services and expertise <b>available to the school</b> are;</p> <ul style="list-style-type: none"> <li>❖ PSS (Physical and Sensory Support Service)</li> <li>❖ Specialist Teachers (Language and Learning Support; Behaviour Support)</li> <li>❖ TAMHS (Targeted Mental Health in Schools)</li> <li>❖ CAMHS (Child and Mental Health Service)</li> <li>❖ SALT (Speech and Language Therapy)</li> <li>❖ Nursing Team</li> <li>❖ PT Physiotherapy</li> <li>❖ OT Occupational Therapy</li> <li>❖ EP Educational Psychology</li> <li>❖ AS (Autistic Society) and Linden Bridge School</li> </ul> |

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| <p><b>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</b></p> | <p>If you have a concern, our policy is that it should be settled fairly, quickly and informally. Initial communication should be with the Class Teacher. The SENCo, Year Leader, Deputy Head and Head Teacher are also available to meet with you should you feel that this is necessary. Please contact the school office to arrange a meeting with them. Our Concerns and Complaints procedure is available on our website. A hard copy can be provided if requested.</p> |

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