



St Mary's CofE Primary School

SEND Information Report

October 2020

SEN SCHEDULE	Responses
<p>The kinds of special educational needs that are provided for</p>	<p>We meet the four areas of need as outlined in the SEN Code of Practice (2015):</p> <ul style="list-style-type: none"> ❖ Communication and Interaction, for example, Autistic Spectrum Disorder (ASD) or Speech and Language difficulties ❖ Cognition and Learning, for example, specific learning difficulties such as dyslexia or moderate learning difficulties ❖ Social, Emotional and Mental Health, for example, attention deficit hyperactive disorder (ADHD) ❖ Sensory and/or Physical, for example, visual impairment <p>Our local offer is outlined on our website under Learning, SEND and includes our Provision Map which highlights the structure of provision at Wave1 (universal), 2 (school and specialist support) and 3 (EHCP)</p> <p>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 the following:</p> <ul style="list-style-type: none"> ❖ ELSA (Emotional Literacy Support Assistant) ❖ Learning Mentor ❖ ELKLAN (speech and language support) ❖ Phonics ❖ Rapid Reading programme ❖ Precision Teaching approach ❖ Dyslexia ❖ ADHD ❖ ASD ❖ Positive Touch ❖ Key Adult Programme ❖ Approaches to behaviour <p>We will provide training for staff as and when the need arises.</p>
<p>Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo</p>	<p>At St Mary's CofE Primary School, we will identify the needs of each pupil by assessing each pupil's levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline

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	<ul style="list-style-type: none"> • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social and emotional needs or Speech and Language difficulties. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer (wave 1), or whether something different or additional is needed (wave 2). At this stage, we will decide along with parents/carers whether to provide SEN support and place the child on the SEN register. The SENCO is Miss K Wylie. Her telephone number is 01883 712817 and e-mail is: senco@stmarysprimary.org</p>
<p>Arrangements for consulting parents of children with SEND and involving them in their child's education</p>	<p>We have an open door policy where parents are invited to come in and speak to the Class Teacher and/or SENCo should they have concerns about the overall progress of their child. Equally, we will invite parents in if we have concerns re their child's progress in any of the areas of need. Given the current circumstances, we are encouraging virtual meetings where possible. If support is to be ongoing, we will communicate with parents via email, telephone and face-to-face meetings to keep parents well informed. Where a child has an EHCP, a formal annual review of the plan will be held and information shared with the local authority.</p>
<p>Arrangements for consulting young people with SEND and involving them in their education</p>	<p>The SENDCo 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 and the plan moving forward. Their views are central to decision making as their engagement is key to ensuring progress. Where there are concerns that the difficulties faced are on-going and significant, a One Page Profile will be put in place to ensure all staff are aware of the child's wishes and strategies to support them.</p>
<p>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</p>	<p>We follow the graduated response and the four-part cycle of assess, plan, do, review to meet need. 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/SENDCo) can do in order to make a positive contribution. The plan will be shared with all involved and parents and children will be encouraged to set their own targets to support progress. The cycle is reviewed regularly and more formally every term.</p>
<p>Arrangements for supporting children and</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</p>

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<p>young people in moving between phases of education and in preparing for adulthood</p>	<p>SEND. Good practice is shared so that transition to the next phase is made easier. Staff from the secondary school come 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. Accessibility walks are also held where necessary in the new setting with the child/parents/Occupational Therapy/Physiotherapy and, on occasion, the Sensory Support Service and the receiving SENDCo. 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.</p>
<p>The approach to teaching children and young people with SEND</p>	<p>We adopt a graduated approach to meeting needs. The first step to meeting need is through quality first teaching (universal offer – wave 1). Our staff make reasonable adjustments to help include all children, not just those with SEND. This can be seen in our Provision Map. Quality First Teaching includes what every child can access e.g. differentiated activities, resources, use of simplified language, visuals, visual timetable, multi-sensory approach etc. Where progress is still slow, further provision is made as appropriate for the type and level of need (School and SEND support – Wave 2) This support is outlined in the school's provision map which is available on our website. In some cases, the child requires additional support which is beyond the school's SEN support and a statutory assessment would then be requested (EHCP – Wave 3).</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEND</p>	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> • Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, method of recording etc. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, AAC etc. • Adapting our environment to allow better access for pupils with physical needs such as installing ramps, platform risers and hoists, classroom set up to ensure space for wheelchair to move freely, adapting PE/Games sessions, ensuring accessibility on school trips/residential

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	<ul style="list-style-type: none"> • Access arrangements for exams <p>The school will ensure that all children have access to a balanced and broad based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their disability or learning difficulty, unless it is clearly of benefit to that individual). Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer support and collaborative learning. The school will ensure that the extra-curricular activities are barrier free and do not exclude any pupils. Details of our plans for increasing access to the curriculum with targets are contained in our Accessibility Plan.</p>
<p>Additional support for learning that is available for pupils with SEND</p>	<p>Interventions may also be in place to support progress and meet need. These cover a wide range of needs including all four areas of need identified in the SEN Code of Practice (2015). The list below is not exhaustive:</p> <ul style="list-style-type: none"> • Write Dance • 1st Class@number • Early Literacy Support (ELS) • Speech and Language support (ELKLAN trained TAs) • Talk Boost • Language Link • Precision Teaching • Emotional Literacy Support Assistant (ELSA) • Learning Mentor • 1:1 Phonics and Reading (Catch Up) • Echo Reading • Occupational Therapy resource pack • Code X reading intervention • Read Write Inc phonics and reading intervention • Sentence Adventure • LUCID • Rapid Reading programme • Fine motor intervention (handwriting) • Success @ Arithmetic • Sensory diet • Zones of Regulation <p>Interventions are monitored and evaluated to maintain high quality provision. We use a provision map to monitor impact and cost effectiveness of this support and this helps us in ensuring that the provision in place addresses the needs of the pupils as required.</p>

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<p>The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured</p>	<p>We have staff within the school who have been trained in;</p> <ul style="list-style-type: none"> ❖ ELSA (Emotional Literacy Support Assistant) ❖ Learning Mentor ❖ ELKLAN (speech and language support) ❖ Phonics ❖ Rapid Reading programme ❖ Precision Teaching approach ❖ Dyslexia ❖ ADHD ❖ ASD ❖ Positive Touch ❖ Key Adult Programme ❖ Approaches to behaviour <p>We aim to ensure that all staff working with learners who have SEND, 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 first instance and gain full consent before proceeding with a referral. This academic year the school has worked with Learning and Literacy Support (LLS) Behaviour Support (BS) 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>How equipment and facilities to support children and young people with SEND will be secured</p>	<p>St Mary's has good facilities to meet the needs of pupils with SEND including wheelchair access and hoist facilities. Pupils have access to quiet areas for learning and safe spaces for emotional support. The grounds are extensive and lend themselves to those pupils who benefit from physical activity to support their concentration. We have intervention spaces available for small group work. Children requiring equipment due to impairments will be assessed in order to gain the support that they require and this may include OT equipment such as wobble cushions or visual aids such as slanted work-stations. We aim to reduce any environmental barriers to learning. Details of our plans and targets on improving environmental access are contained in our Accessibility Plan.</p>
<p>Evaluating the effectiveness of the provision made for children and young people with SEND</p>	<p>We regularly review the needs of the learners within the school through Pupil Progress meetings, parent meetings, data analysis, and observations. We 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 towards needs. The SENDCo 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</p>

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	<p>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>How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND</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 SEND needs.</p>
<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying</p>	<p>We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviour. Our life skills and wellbeing programme also helps develop social and emotional development and we employ a Learning Mentor and Emotional Literacy Support Assistants. 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 SENDCo and parents. Every child learns that they can talk to a preferred adult in order to share any concern they may have. We also engage with the NSPCC guidance and run workshops every two years to ensure all pupils experience these.</p>
<p>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 SEND and supporting their families</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.</p> <p>Our designated safeguarding lead is Ms Chaudhri and our deputy safeguarding leads are Mrs Lewis, Mrs Woodward, Miss Wylie and Mrs Bowles (01883 712 817).</p> <p>The following specialist services and expertise available to the school are;</p> <ul style="list-style-type: none"> ❖ PSS (Physical and Sensory Support Service) ❖ Specialist Teachers (Language and Learning Support; Behaviour Support) ❖ CAMHS (Child and Mental Health Service) ❖ SALT (Speech and Language Therapy) ❖ Nursing Team

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	<ul style="list-style-type: none"> ❖ PT Physiotherapy ❖ OT Occupational Therapy ❖ EP Educational Psychology ❖ AS (Autistic Society) and Linden Bridge School Outreach ❖ Health (GP and Developmental Paediatrician) ❖ Early Help and Social Care
<p>Arrangements for handling complaints from parents of children with SEND about the provision made at the school</p>	<p>All parents will have concerns about the welfare and education of their children. 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 SENDCo, 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 procedure has three stages. We hope that most concerns will be dealt with at Stages 1 and 2, which are informal and semi-formal respectively. If you wish to take an issue to Stage 3 then it will be treated as a complaint rather than a concern and there will be a greater degree of formality - but we will try to keep this to a minimum. Our Concerns and Complaints procedure is available on our website. A hard copy can be provided if requested.</p>
<p>Named contacts within the school for when young people or parents have concerns</p>	<p>SENDCo – Miss K Wylie senco@stmarysprimary.org Headteacher – Mrs S Lewis s.lewis@stmarysprimary.org Deputy Head – Mrs A Woodward a.woodward@stmarysprimary.org Assistant Head – Ms S Chaudhri s.chaudhri@stmarysprimary.org All contactable via 01883 712817</p>
<p>The school's contribution to the local offer and where the LA's local offer is published</p>	<p>Please visit our website to view our local offer which includes our SEND policy and provision map. Surrey's Local Offer can be accessed via the following link https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page and includes contact details of support services for parents of pupils with SEND.</p>

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