



Special Educational Needs and Disabilities (SEND) Information Report

At St Mary's, we want all of God's children to flourish and gain the knowledge, wisdom and skills needed to care about themselves, their community and their world. To achieve this, we sometimes need to make reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. This Information Report answers some of the questions you may have about SEND.

1. Who is the best person to talk to about my child's difficulties with learning/Special Educational Needs or Disabilities (SEND)?

Alison Johncock (SENCO) is responsible for

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating the provision for children with SEND
- Liaising with, and giving advice to fellow teachers
- Overseeing records of pupils with SEND
- Liaising with parents of pupils with SEND
- Liaising with external agencies, LA support services, health and where appropriate, social services
- Managing the administration needs of SEND provision within the academy

How could my child get help in St Mary's?

Children and young people in St Mary's will get support that is specific to their individual needs. One person, or a number of people/agencies may provide this, or the class teacher may involve:

- Other staff in the school
- Staff who will visit St Mary's from the Local Authority central services
- Staff who visit from outside agencies

2. What are the different types of support available for children and young people with SEND in this school?

Quality First Teaching

- All children will have their learning needs met through 'quality first' teaching, using differentiated activities that are aimed at your child's individual level

Evidence-based interventions

- Any child highlighted as ‘falling behind’ during our pupil progress meetings will be considered for one of our ‘evidence-based interventions’ that we run in school. This decision will be made with the SENCO, Head Teacher and class teacher.
- Some of the interventions that we use include: Precision Teaching, Phonic support (Read Write Inc) Nesy fingers, KS2 Maths and English booster groups.

Social and Emotional Well-being

- We offer support to all children through zones of regulation implemented consistently in every classroom. Those who have been highlighted as having an emotional, social or mental health need will also receive various interventions that we either run ourselves or can access.
- Children who need this type of support will be discussed with the SENCO and Head Teacher and the appropriate support will be put in place.
- Support within school can be, but is not exclusive to, 'Social Skills' groups, We also have a trained counsellor.

Here is a breakdown of the different levels of support

<u>Universal</u>	<u>Targeted</u>	<u>Specialist (SEN Register- K Students)</u>	<u>Specialist (SEN Register- E Students)</u>
All pupils	Some pupils	Few pupils	Very few pupils
<p>-Children are making the expected or accelerated level of progress from their starting point.</p> <p>-There are no concerns from the school’s internal departments over behaviour, welfare, safeguarding or attendance.</p> <p>-The pupil may have a diagnosis or be on a pathway.</p>	<p>Indicators pupil <i>might</i> be receiving targeted support:</p> <p>-Progress may have dipped or plateaued.</p> <p>-School will be monitoring these children carefully (attendance, punctuality, behaviour, safeguarding and data drops, etc.).</p> <p>-Pupils will access short-term (time-limited) interventions, including boosters.</p> <p>-Small-step group targets may be set.</p> <p>-Interventions are likely to be small-group (not 1:1).</p> <p>-The pupil will be accessing support from school’s internal departments (attendance, behaviour, welfare, head of year).</p>	<p>Indicators pupil <i>might</i> be on SEN Register at SEN Support:</p> <p>-The pupil has stopped making progress, despite two cycles of targeted support.</p> <p>-The pupil is only making progress as the result of intervention and support, over and above what is usually provided.</p> <p>-The pupils is struggling to make progress towards more individualised, small-step targets and outcomes.</p> <p>- Interventions are long-term and may be 1:1.</p> <p>-The school may be taking the pupil to LIFT.</p> <p>-Outside agencies may be involved; e.g., STLS, PIAS, Social Care, Health, etc...</p> <p>-The pupil may have a diagnosis or be on a pathway.</p>	<p>-These students will have an Education, Health, and Care Plan (EHCP).</p> <p>- Provision laid out in EHCP is delivered.</p> <p>- If cost of provision is more than £6,000 school should consider applying for High Needs Funding (HNF).</p>

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All Pupils	Daily
Parents' Evenings/ Reports	All Pupils	Termly
Contact Books	Individual Children	Daily
Assess. Plan, Do, Review meetings to inform Personalised Plans	Pupils on SEN Register	Three times a year
School Council	Representatives from all classes	Half termly
Surveys	All pupils and parents	Annually
Pupil Progress Meetings	Staff	Termly

Support Staff Deployment

Support staff are deployed in a number of roles:

- Learning support in the classroom
- Playground support
- Lunchtime support
- Supporting at afterschool clubs
- Running afterschool clubs
- Breakfast Club
- PPA Cover (HLTAs)
- First Aid
- Support for medical needs
- 1:1 provision or small group intervention

We monitor the quality and impact of this support by recording intervention impact on provision maps. This informs academic progress and next steps for all pupils and new personalised targets are made accordingly.

Support of pupils during play and lunch is monitored through adults proactively recognising and preventing triggers that are likely to escalate. They provide a friendly, trustworthy, recognisable supportive network of adults with which pupils felt comfortable and confident in engaging.

HLTA cover in lessons ensures that smooth cover lessons are provided, delivered by HLTAs with confident and secure understanding of the needs of each class.

Many staff members are qualified in First Aid, providing a staff network, where all first aid concerns are dealt with confidently and promptly

3. How can I let the school know I am concerned about the progress of my child in school?

- The first point of contact should always be your child's current class teacher. Our teachers are happy to speak informally at the end of the day or by making an appointment.

- We have parent consultation meetings twice a year and a full school report is issued each year and teachers are always approachable through email.

4. How will the school let me know if they have any concerns about my child?

- Class teachers or the SENCO will keep parents informed if they have any concerns about your child.
- We will start the school's Graduated Response process by completing an Initial Concern Form in collaboration with the class teacher and parent.
- The SENCO and or class teacher may want to have a face-to-face meeting with parents or phone consultation to establish concerns and next steps

5. How is extra support allocated to children and young people and how do they move between the different levels?

- Extra support is identified during termly pupil progress meetings or through raising a concern through Initial Concern Forms
- They will identify which groups of pupils or individuals need what types of extra support.
- Any child needing extra support through an intervention will be monitored in terms of their levels of progress in order to ensure that they make or exceed expected progress in order for them to catch up.

The Assess, Plan, Do, Review Cycle or Graduated Response

For children/young people on our SEN Register, an Assess, Plan, Do, Review cycle/ Graduated Response was established by the SENCO in partnership with the child/young person, their parents and the class teacher. The provision is monitored every half term and targets are reviewed and formulated accordingly.

For details of the provision made for children/young people on our SEN Register under the four categories below, please refer to our School Offer.

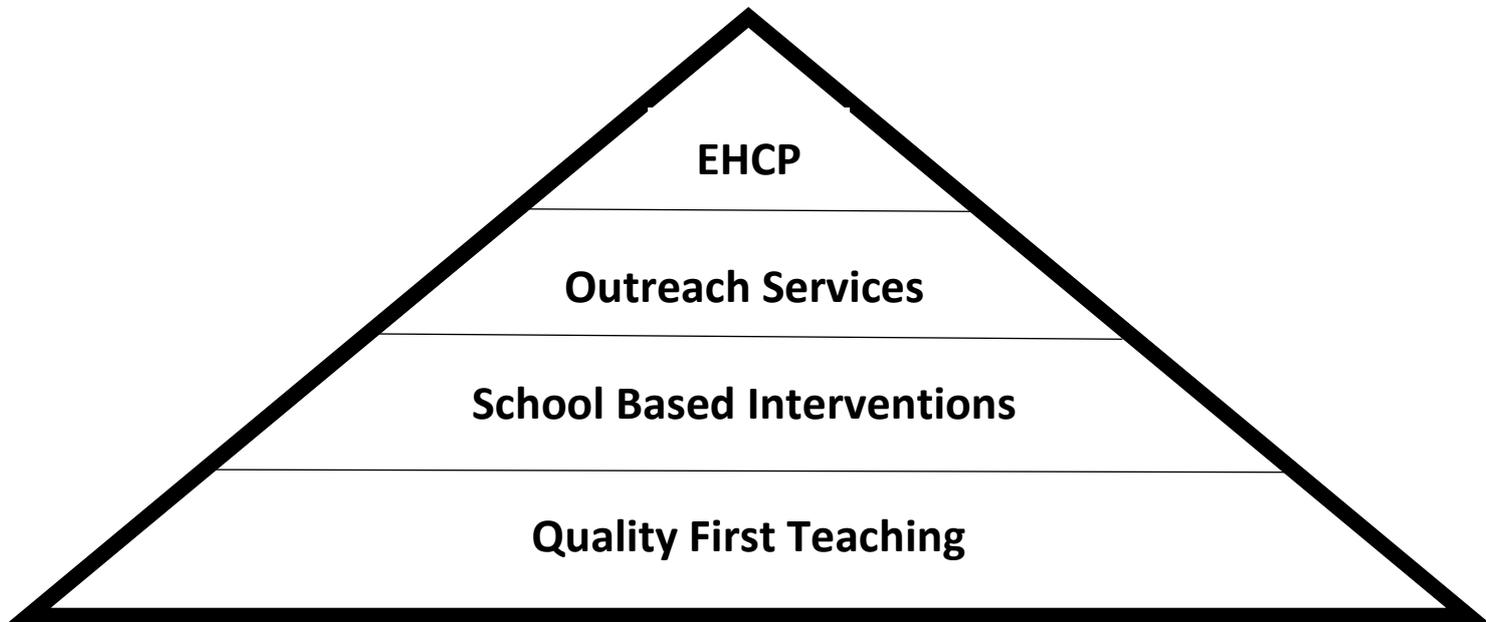
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At the start of the 2023/24 academic year, we had 97 children receiving SEND Support and 12 children with Educational, Health and Care Plans.

We monitor the quality and impact of this provision by regularly reviewing targets every half term on our provision maps and by liaising closely with all external professionals, implementing all recommendations accordingly.

6. How are staff in the school supported to work with children & young people with SEND? What training have the staff supporting children/young people with SEND had or have available?

- ADHD, ASC, Dyslexia, Dyspraxia, Dyscalculia, Diabetes care, Sensory, Speech and Language therapy, strategic adaptation, positive handling, trauma, mental health and wellbeing training has been undertaken by a number of staff
- Many staff are experienced in using 'evidence-based interventions' which may be accessed by a child with SEND.
- We have a range of experienced teaching staff to support the SEN needs of all children.
- The levels of SEN help in relation to the academy's Graduated Response document are as follows



Whole Staff/ Group Training

Area of Knowledge/ Skill	Roles of Staff undertaking CPD
Positive Handling	Relevant staff
Fire Safety	All staff
Health & Safety in Education	All staff
Introduction to Data Protection	All staff
Safeguarding and Child Protection	All staff

7. How will activities/ teaching be adapted for my child with learning needs?

- Initially teaching will be adapted by the class teacher with support from the SENCO. Your child will be supported in class by the class teacher and available TA.
- Your child’s progress will be monitored half termly and advanced levels of support put in place, based on identified areas of need and through the academy’s Graduated Response

a) How will the curriculum be matched to my child’s needs?

- The specific needs and areas of input required by your child will be monitored and assessed by the teacher, TA and SENCO. The professionals involved in the provision of your child’s education will monitor and assess your child’s progress and identify relevant input or resources to make the curriculum more accessible. If your child should require more support- as per the academy’s Graduated Response Document- this will be identified, put in place and monitored over time to assess impact. Additionally, any support required from external agencies will be put in place over time

b) How will I know how my child/ young person is doing and how will you help me to support my child?

- The class teacher and SENCO will keep records of progress and actions that have been put in place

- Two parent consultation meetings and a formal 'end-of-year' report take place each year, informing you of your child's progress. However, more frequent updates can be arranged at the discretion of the class teacher
- If your child needs support at home, the class teacher will inform you of how best to do that. In addition, every child in school receives weekly homework in the form of reading, spelling and other curriculum-based activities.
- If initial quality first teaching is not sufficient to improve the outcome of your child, an Initial Concern form will be completed by your child's teacher with the support of the SENCO. This will be monitored over the course of half term and reviewed accordingly. If your child is still struggling to access the curriculum and make progress, they will move on to Stage 2 of the Graduated Response and will receive a personalised plan. This document will be tailored to meet the specific needs of your child in an attempt to bridge gaps in their learning.
- Children who require a personalised plan will have these monitored regularly by the class teacher and SENCO in order to inform next steps in their provision

8. How will the school measure the progress of my child?

Adequate progress is defined as that which:

- Narrows the attainment gap between the pupil and their peers
- Prevents the attainment gap from increasing
- Is equivalent to that of peers starting from the same baselines but less than the majority of their peers
- Equals or improves the pupil's previous progress rate
- Ensures full-curricular access
- Shows an improvement in self-help, social or personal skills or shows improvement in the pupil's behaviour

9. What is the pastoral, medical and social support available in the school?

Pastoral and social support includes:

- Zones of regulation implemented in Key Stage 2 and the Colour Monster in Key Stage 1.
- Pastoral leaders in every Phase with allocated pastoral rooms.
- A fully trained counsellor
- Several Paediatric trained staff

a) What support will there be for my child's overall wellbeing?

- All of our staff are fully committed to supporting the well-being of all children within school. Additional and more specialized support can initially be found with the school SENCO
- Several members of staff have received mental health training including the Senior Mental Health Qualification.
- Three members of staff have undertaken training in supporting children with childhood trauma.

b) What support is there for behaviour, avoiding exclusion and increasing attendance?

- We will endeavour to support any child with a behavioural difficulty by trying to identify the underlying cause and supporting the child and family to find strategies to deal with the issues
- Behaviour support plans
- Zones of Regulation
- Boxall profiles used to identify areas for need and support.
- External agencies are used to help identify triggers for behaviour i.e. educational psychologist
- Bespoke curriculum opportunities designed to engage pupils with behaviour difficulties

10. What support does the school have for me as a parent of a child with SEND?

Class teachers, the SENCO and members of the Senior Leadership Team will always endeavour to meet with parents to discuss any concerns. You will receive regular updates on changes to your child's personalised plan and there will be annual reviews to discuss EHCPs if your child has one. The school SENCO will always endeavour to respond to email and phone calls to discuss concerns. If helpful we can refer families to the Early Help services

11. How does the school manage the administration of medicines?

- Permission forms are signed by parents as appropriate
- Medicines are kept securely in the school office or fridge (as appropriate)
- Depending on the medical need, your child may receive an Individual Healthcare Plan

12. How accessible is the school environment? (Including after school clubs and school trips)

We are a fully inclusive and fully accessible school. There is usually a member of staff in school until 5pm each day. We have an Accessibility Policy and Plan available to view on our website

13. How will the school support my child when they are leaving or moving to another Year?

- We liaise closely with local schools
- Transitional handover meetings take place with relevant secondary schools for more vulnerable pupils moving on to year 7
- We have close links with our on-site pre-school. Joint staff meetings take place with the pre-school and EYFS colleagues. Children beginning year R are invited to a number of play sessions. In addition, home visits are carried out by our Reception staff for all children in Year R prior to them beginning school.
- As classes move through the school, transition mornings are planned in the Summer term
- 'Transfer of Information' meetings occur in the Summer Term so that new teachers are fully informed of the progress and needs of the children in their new classes.

14. Distribution of Funds for SEND

SEND funding is allocated in the following ways:

- Support staff
- External services
- Teaching and learning resources
- Well-being provision
- Staff training

15. Where can I get further information about services for my child/ young person?

Our SEND Policy can be accessed via the links on our website. Details about our curriculum, including how it is made accessible to children/young people with SEND can also be viewed on our website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy, which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Abbreviations:

- 1. ADHD - Attention Deficit Hyperactivity Disorder. Attention deficit hyperactivity disorder (ADHD) is a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.**
- 2. ASC - Autism Spectrum Condition (ASC) affects social interaction, communication, interests and behaviour.**
- 3. HLTA - Higher Level Teaching Assistant. Higher level teaching assistants (HLTAs) do all the things that regular teaching assistants do but they have an increased level of responsibility. For example: HLTAs teach classes on their own, cover planned absences and allow teachers time to plan and mark.**
- 4. Key Stage 1 (The two years of learning from year 1 to year 2).**
- 5. Key Stage 2 (the four years of learning from year 3 to year 6).**
- 6. LSA - Learning Support Assistant. An LSA supports the needs of students in and out of the classroom on the direction of the teacher as required.**
- 7. SENCO - Special Educational Needs Co-ordinator. A Special Educational Needs Coordinator (SENCO for short) is a teacher who is responsible for special educational needs in school. Every school in the UK is obliged to employ a SENCO as they ensure all students with learning disabilities are well equipped to obtain the right help and support they need at school.**