

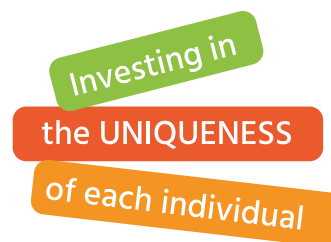
# St Mary's CE Primary School



## SEN Information Report

'Investing in the uniqueness of each individual'

This underpins all we undertake at our school. We have high expectations (academic, personal, social, moral and spiritual) and we aspire for all our pupils to aim high and succeed in all they do.



"I Am Fearfully And Wonderfully Made"  
- Psalms 139 v14

## **Contents**

1. Our school's approach to supporting pupils with SEND
2. Catering for different kinds of SEND
3. Key staff and expertise
4. Identifying pupils with SEND
5. Consulting with pupils and parents
6. Involving key stakeholders
7. Progressing towards outcomes
8. Transition support
9. Teaching approach
10. Adaptations to the curriculum and learning environment
11. Inclusivity in activities
12. Supporting emotional and social development
13. Online safety
14. Evaluating effectiveness
15. Handling complaints
16. Local Offer
17. Named contacts
18. Additional support

## Our school's approach to supporting pupils with SEND



We are a church school with the motto: 'Investing in the uniqueness of each individual'. As such we celebrate our children's strengths, interests and individuality. We have high expectations and aspirations for all our children. All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued. They are all encouraged to participate fully in the life of our school and take advantage of the many extra-curricular activities we have on offer including after school clubs, trips and residential visits. All our teachers are teachers of children with SEND and are responsible for their progress and development. We aim to follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'. By having quality first teaching and regular planned assessments, we are able to monitor the progress of all pupils to aid the earliest possible identification of SEND.



### Catering for different kinds of SEND

**Communication and interaction.** We recognise that the needs of pupils with speech, language and communication needs are different and will change over time. The SENCO, Ms Saunderson-Darkes, works with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

**Cognition and learning.** We understand that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD), affect one or more specific aspects of learning. We offer these pupils a range of support suitable to their needs, including one-to-one tuition.

**Social, emotional and mental health.** We understand that pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways. They may reflect underlying mental health difficulties such as anxiety or depression. We have an Emotional Wellbeing Lead and a fully-trained Mindfulness coach, as well as a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

**Sensory and/or physical needs.** We understand that impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. We are aware that some conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision. In line with our Accessibility Policy we have made adjustments to the school building to accommodate pupils with specific physical needs.



## Key staff and expertise

### The SENCO

Name of staff member	Email address	Phone number
Ms A.Saunderson-Darkes	maadarkes@stmarysprimary.co.uk	01642 581716

## Securing and deploying expertise

At St Mary's we believe that all members of staff –teachers and teaching assistants are teachers of SEND. They are supported by Ms Saunderson-Darkes, the SENCO who identifies and facilitates their ongoing training. Staff have accessed specific training to raise awareness and gain key skills in the following areas: Autism, Attachment Disorder, Anxiety, Dyslexia, CAMH's, Adverse Childhood Experiences, Dyscalculia, Diabetes, Epilepsy to name but a few.

We employ a specialist teaching service to make specific assessments of pupils as required. Interventions may be in the form of small group work or one to one support as appropriate. They may be carried out by the class teacher, higher level teaching assistant or teaching assistant, according to need.

## Equipment and facilities

According to need and within budget restrictions the school sources and uses specialist equipment as necessary, this is being further developed according to our Accessibility plan. We have ramps to ensure accessibility for all our children.



In line with our Curriculum policy, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress. A pupil is defined as having SEND if they have a significantly greater difficulty in learning than most others of the same age or a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.



## Consulting with pupils and parents

### Parents

At St Mary's we see the relationship between home and school as a firm partnership. Therefore, parents and carers are always formally notified if their child needs SEND support. Furthermore, the class teacher and, where appropriate, the SENCO meets with parents or carers and the pupil at least three times a year to discuss their child's successes, aims and challenges. This may be via a face to face meeting, a telephone call or a Zoom meeting. Together they draw up a one page profile with agreed SMART targets that are regularly reviewed. They discuss the provision put in place at school to help the pupil achieve the targets and how best they can support the child outside of school. Parents can communicate with school at any time through email, Schoolping, by telephone or by making an appointment to see the class teacher, SENCO or Head teacher.

### Pupils

As far as possible the pupil is involved in creating their own One Page Profile with their family and class teacher. Their thoughts, opinions and ideas are regularly sought through discussion and pupil voice questionnaires. Pupils with SEND are represented by their peers at the school council, and indeed, are often elected to be School Council Representatives. They meet regularly with the academy councillor responsible for SEND.



## **Involving key stakeholders**

The school works closely with local education, health and social care services to ensure pupils get the right support. The school assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014). The SENCO liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies to support SEND children. In addition, where there is a need the school employs a Specialist Teaching Services to assess literacy and numeracy needs and to write bespoke recommendations. On site we have a fully trained Mindfulness lead teacher and an Emotional Well-being lead. Information on other key support that we access is in the section 'Additional Support'



## **Teaching approach**

Teaching focuses on the pupil as an individual, not allowing their SEND to become a label. Support is tailored to the needs of the individual with a focus on pre-teaching and post-teaching interventions to allow pupils, where possible, to access the curriculum alongside their peers. Ongoing assessment, SMART targets, and their One Plan are reviewed regularly with the SENCO, class teacher and parents. Some children with SEND have an Educational Health Care Plan (EHCP) 'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' SEND Code of Practice 2014. review process and often convene / hold annual review meetings on its behalf.



## **Transition support**

Key transition times are: entering Nursery, entering Reception (if provider is different to St Mary's CE Primary School) and from primary to secondary school. In order to aid a smooth transition, families of all children with SEND will have a meeting with the SENDCO to discuss how the bespoke transition arrangements will be delivered.

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of; support and provision at the new phase.

For all children with SEND, when moving from St Mary's, the SENCO meets with the SENCO from the receiving school to discuss needs, strategies, interventions and equipment for specific pupils.



## **Adaptations to the curriculum and learning environment**

According to specific needs of pupils they may work in small groups with a teaching assistant or one to one to allow them to access the curriculum at an appropriate level. The use of equipment such as laptops and writing boards help them to work with their peers.

Adaptations to the environment have included ramps being built, doors adapted and soundproofing to promote inclusion.





## **Inclusivity in activities**

St Mary's is an inclusive school. SEND children are encouraged to participate in every aspect of the curriculum, including all the after school clubs, school trips and the year six residential. Where necessary, specific plans are put into place to enable them to do this. They are fully integrated in all areas of school life. For example all children have the chance to lead worship, participate in class assemblies and fully participate in Christmas nativity plays. They have the opportunity to take responsibilities such as; becoming school councillors, librarians and sports leaders.



## **Supporting emotional and social development**

We aim to have a supportive whole school structure to support and improve the emotional and social development of pupils with SEND. This is underpinned by our Social, Emotional and Mental Health Policy. The curriculum for PSHE focuses on promoting pupils' resilience, confidence and ability to learn through regular pupil voice questionnaires, well-being sessions and, if necessary one-to-one sessions with our Emotional Well-being Lead pupil's views are sought and listened to. We have a Mindfulness Coach who aims to equip all of our children with the skills to build resilience and self-awareness. Our school motto 'Investing in the uniqueness of each individual', participation in anti-bullying week coupled with our Anti-Bullying policy helps to prevent bullying.



## **Online safety**

The school has a 'managed system' that enables children to use the internet safely. We ensure every year group accesses 'internet safety' sessions termly to ensure they are up-to-date with current issues and practises. WE participate in Safer Internet day. We do recognise that the use of these new technologies can put young people at risk both within and outside of the classroom and as such, the school has developed a separate policy, which details our approach to Online Safety and safeguarding children and staff when using technology. Please refer to the Online Safety Policy for more details.



## **Evaluating effectiveness**

We evaluate the effectiveness of the provision in place to support pupils with SEND by including details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of our standard management information system to monitor the progress, behaviour and development of all pupils. This is discussed with class teachers and senior leaders at pupil progress meetings. Pupils with an EHCP have their plan reviewed by the local authority as a minimum every twelve months. At St Marys CE Primary School we co-operate with the local authority in arranging meetings with appropriate professionals and parents to discuss progress and set new targets.



## Handling complaints

In all cases of complaint, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first. The Academy's Complaints Procedures Policy will be published on the school's website. Details of how to appeal to the SEND tribunal are in the SEND Local Offer link on our website.



## Local Offer

St Mary's CE Primary school comes under Stockton Local Authority. Details of their local offer can be found using the link below.

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0>



## Named contacts

Name of individual	Email address	Phone number
<b>Mr M Piper</b> Head teacher, DSL	<b>office@stmaryscephprimary.co.uk</b>	<b>01642 581716</b>
<b>Ms A Saunderson-Darkes,</b> Assistant Head teacher, SENCO	<b>adarkes@ stmaryscephprimary.co.uk</b>	<b>01642 581716</b>
<b>Parent Partnership Service</b>		<b>01642 527158</b>
<b>Chapel Mediation services</b>		<b>01833 630306.</b>



## Additional support

Additionally, children have access to online learning through DB Primary, Bug Club, Power Maths, Times Tables Rockstars and SATS companion. Links are on our website.

**Educational Psychologists (EP).** This service will assess your child's cognitive ability – their ability to learn. They will look at their overall skills and the way they are likely to learn best e.g. through listening, verbalising or doing.

**Speech and Language Therapist SaLT.** This service assesses your child's speech, their pronunciation of words, their understanding of language, how well they understand the information being given them in the classroom/home and their ability to use vocabulary to express themselves.

**Child and Adolescent Mental Health Service (CAMHs).** This service provides support for children who have mental health difficulties. This can include specific mental health illnesses and also support during life changing situations that have a mental health impact on a child.

**School nurse.** The school nurse will provide hearing tests for your child. They can also work with parents in relation to sleeping patterns, toilet training and diet. The school nurse provide support to schools when creating 'Health care plans' for your child and providing necessary training in how to manage particular medical diagnoses e.g. diabetes.

**Special schools outreach Ash Trees special school** – provide outreach support to schools within their specific areas of expertise. This can be in relation to specific strategies schools might be able to implement for specific needs.

**Hearing and Visual Difficulties Service.** This service supports children with specific hearing or visual difficulties within school and will come into school to assess their classroom and resources available to them. They will suggest ways the school can improve the offer to the child in order for your child to be able to learn.