

## St Mary's CE Primary School SEND Information Report

St Mary's CE Primary School is committed to meeting the needs of every pupil at the school. As a school, we are fully committed to providing our children with a broad curriculum in which they can excel academically, as well as in sports, art, music and faith, all within a safe and nurturing environment where they can also grow in the understanding of God's love for them.

Children with Special Educational Needs and Disabilities (SEND) are highly valued in our school and are supported by a team of experienced teachers, teaching assistants and a Special Educational Needs Coordinator (SENCO). We work with parents and outside agencies to ensure that each child's needs are identified, addressed and monitored so that they can make progress both academically and emotionally.

<b>Section 1</b>  <b>Who are the people I need to talk to about SEND at St Mary's?</b>	<p><b>A) The Class Teacher who will:</b></p> <ul style="list-style-type: none"><li>• Check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be targeted work or additional support)</li><li>• Liaise closely with the SENCO with regards to your child's progress and support</li><li>• Deliver personalised learning opportunities for your child, as identified on the class provision map</li><li>• Ensure that the school's SEND Policy is followed</li></ul> <p><b>B) The Special Educational Needs Co-ordinator (SENCO), Caroline Maseko, who will:</b></p> <ul style="list-style-type: none"><li>• Develop and review the school's SEND policy to ensure all children get a consistent, high quality response to meeting their needs in school</li><li>• Co-ordinate all the support for children with special educational needs or disabilities (SEND)</li><li>• Ensure that you as the parent are:<ul style="list-style-type: none"><li>i) involved in supporting your child's learning</li><li>ii) kept informed about the support your child is getting</li><li>iii) involved in reviewing how they are doing</li></ul></li><li>• Provide specialist support for teachers and support staff within the school, so that they can support children with SEND to achieve the best possible progress</li><li>• Ensure class teachers have up to date records on each child with SEND</li><li>• Organise and co-ordinate annual reviews for children with EHCPs</li><li>• Refer children for assessments so that additional support can be accessed</li><li>• Liaise with outside agencies working in the school to support your child's learning</li><li>• Update the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept up to date</li><li>• Monitor the impact of policies and the effectiveness of provision in the school</li></ul>
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	<p><b>C) The Head Teacher, Christine Bernard, who will:</b></p> <ul style="list-style-type: none"> <li>• Lead in the day to day management of all aspects of the school; this includes the support for children with SEND</li> <li>• Give responsibility to the SENCO and class teachers, but still be responsible for ensuring that your child's needs are met</li> <li>• Make sure that the Governing Body is kept up to date about any issues relating to SEND</li> </ul> <p><b>D) The SEND Governor who will:</b></p> <ul style="list-style-type: none"> <li>• Meet regularly with the school's SENCO</li> <li>• Make sure that the necessary support is given to any child with SEND who attends the school</li> <li>• Monitoring the effectiveness of SEND provision in the school</li> <li>• Keep the Governing Body informed about any SEND related issues or changes</li> </ul> <p>A teaching assistant may be allocated to a pupil with exceptional special educational needs and/or disabilities and while they take a very valuable role in your child's education, we would ask that questions regarding your child's learning and progress are directed to the staff members named above.</p> <p>As a school we welcome daily dialogue between parents/carers and TAs on how a child's day has been and we actively encourage this feedback. Home/school communication books may be provided for parents who are unable to collect their child at the end of the day.</p>
<p><b>What are the different types of SEND that are provided for at St Mary's?</b></p>	<p>St Mary's CE Primary School is an inner city, multi-cultural, voluntary aided, Church of England mainstream school, with children who have a diverse range of needs. At St Mary's we operate a policy of inclusion, recognising that all children are entitled to equal access to a broad and balanced curriculum. St Mary's has a highly skilled team of teachers and teaching assistants, who work closely with professional outside agencies to support children with SEND.</p> <p>Alongside the universal curriculum, support may be given in the following areas, as outlined in the SEND Code of Practice (2015):</p> <ol style="list-style-type: none"> <li>1. Communication and Interaction (Such as: Speech and Language Difficulties, including receptive and expressive language difficulties, speech sound difficulties; Autistic Spectrum Disorder [ASD])</li> <li>2. Cognition and Learning (Such as: Moderate Learning Difficulties and Specific Learning Difficulties such as Dyslexia and Dyscalculia)</li> <li>3. Social, Mental and Emotional Health (Such as: anxiety disorders, depression, attachment disorder, ADHD, behaviour needs)</li> </ol>

	<p>4. Sensory, Medical and Physical (Such as: Hearing Impairment, Sensory Processing Difficulties, Epilepsy and mobility difficulties)</p> <p>We work closely with the local authority and a number of additional agencies to support children with SEND. Agencies we currently work with include:</p> <ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Community Paediatrics (based at Kaleidoscope)</li> <li>• Occupational Therapy</li> <li>• Specific Learning Difficulties Team</li> <li>• Speech and Language Therapy</li> <li>• Drumbeat Outreach</li> </ul> <p>In addition to the above, a Speech and Language Therapist works in school for one day a fortnight, to support children with speech, language and communication needs.</p>
<b>What are the arrangements at St Mary's for consulting parents of children with SEND?</b>	<p>At St Mary's we acknowledge the importance of both parent and pupil voice. We know that parents are well placed to inform teachers about the needs of their child and we value this input.</p> <p>At St Mary's we ensure that:</p> <ul style="list-style-type: none"> <li>• Regular parent meetings take place with the SENCO and class teacher to review progress and well-being</li> <li>• Regular meetings with outside agencies take place to review targets set and the progress of your child</li> <li>• Parent review meetings occur three times a year (i.e. once per term)</li> <li>• Parent workshops and talks take place at various points across the year, targeting various areas of the curriculum</li> <li>• The SENCO is available to meet with parents to discuss their child, in person or via telephone</li> </ul> <p>If you have any concerns about your child's progress, please contact your child's teacher first.</p>
<b>What are the arrangements at St Mary's for consulting children with SEND?</b>	<p>Children are involved in their own learning from EYFS up to year 6. Children are encouraged to reflect on their learning and do so both independently and with peers. Children are encouraged to discuss their learning in pairs and groups, and based on their individual progress are given targets to help move their learning on. Our priority is to help children become independent learners.</p> <p>Outside agencies will work with school staff, parents and children. They will share reports and</p>

	<p>recommendations, and pupil's views will be obtained during working sessions. Where possible children will be involved in the target setting and will be invited to comment on their progress regularly.</p> <p>All children including those with SEND complete a questionnaire about their experiences of school. The SENCO regularly meets informally with children to discuss the support they are receiving.</p>
<b>What is the approach to teaching children with SEND at St Mary's?</b>	<p>All children receive class teacher input through Quality First Teaching. This is demonstrated by:</p> <ul style="list-style-type: none"> <li>• The teacher having high expectations of all the children in their class</li> <li>• Teaching based on your child's prior knowledge and what they can do and understand</li> <li>• Using different approaches to teaching and learning so that your child is fully engaged in all of their lessons – this may include a more practical approach to teaching and learning where your child will use concrete materials and resources to support them</li> <li>• Lessons being adapted to meet the needs of each child</li> <li>• Grouping by mastery, mixed and independent learning is used to support all pupils</li> <li>• Putting in place specific strategies (usually suggested by the SENCO or external agencies) to enable your child to access the learning task</li> </ul> <p><u>Specific Targeted Support Work:</u> Targeted support groups may be run in the classroom or at times in a group room. This may be run by a teacher or a teaching assistant and will have a particular focus.</p> <p><u>Specialist Groups – SEND Code of Practice 2015 School Support (SS):</u> These will be run by outside agencies. This means a pupil has been identified by the SENCO or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority Central Services, such as Drumbeat Outreach team, Outreach Inclusion Service (OIS) team, Sensory Support, Occupational Health etc.</li> <li>• Outside agencies such as Speech &amp; Language Therapy and Educational Psychology Service</li> </ul> <p>A child will only participate in sessions with outside agencies with consent from parents/carers.</p>
<b>How is the learning environment and curriculum adapted for children with SEND?</b>	<p>At St Mary's we endeavour to make all of our classrooms SEND friendly in the following ways:</p> <ul style="list-style-type: none"> <li>• Every classroom is inclusive and supports a wide range of needs</li> <li>• A wide range of visuals and working walls are displayed to support children's learning</li> <li>• Visual timetables are used</li> </ul>

	<ul style="list-style-type: none"> <li>• Children are positioned strategically in the classroom e.g. if they have a hearing or visual impairments they will be placed at the front of the class</li> <li>• The learning environment is also adapted to the needs of particular children e.g. a child with autism may need their own personalised work station and visuals to support them in class</li> <li>• Teachers plan lessons according to the needs of the children in their class and will ensure that your child's needs are met</li> <li>• Support staff under the direction of the SENCO and class teachers can adapt planning and support to meet the needs of your child</li> <li>• Alternative recording methods can be used e.g. scribes, computers, voice recording, video recording, photographs etc.</li> <li>• The curriculum is scaffolded and adapted to meet the needs of ALL the children in the class. This could also include additional support such as 1:1 support, peer or group work</li> </ul>
<b>How will my child be included in activities outside the school classroom including school trips?</b>	<p>At St Mary's provision is made for pupils with SEND so that they can be included in all the activities (as far as possible) offered to those children without SEND. Risk assessments are made when adaptations are required, and strategies are put in place so that ALL children can have engagement. Parents and carers are invited to accompany their child on a school trip if this ensures access.</p> <p>We run many after school clubs across the whole school and children with SEND are encouraged to attend. Provision can be put in place to support the child's access to these clubs should they need it.</p> <p>In the event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.</p>
<b>What are St Mary's policies with regard to the identification and assessment of children with SEND?</b>	<p>St Mary's has a comprehensive assessment policy, which outlines a range of assessments used throughout the school. There are a number of ways that staff at St Mary's identify and assess children with SEND. Through data analysis and pupil progress meetings, children who are underachieving and not meeting their full potential are identified. Discussions are held around ways forward and extra provision is put in place.</p> <p>If teachers or support staff have concerns about a child, they will initially discuss this with the SENCO. Concerns will be raised with parents and ways forward will be discussed. The teacher and parent will complete an Initial Concerns Form. The SENCO will carry out an observation of the child, talk with the child about their views of learning and put in place provision to match the needs of the child. It is at this point that the SENCO may also request outside agency support with the consent of parents. The outside agencies will then advise and support</p>

	<p>the school with interventions and strategies.</p> <p>If, despite this support, the child is still not making progress and the school and outside agencies feel an Education Health Care Plan is necessary, then the school will apply to the local authority for an Education Health and Care Needs Assessment (EHCNA).</p> <p>If a child attends our school having previously been identified as having SEND by another provision, we will endeavour to find out as much as we can about the support required from the previous setting.</p>
<p><b>What are the arrangements for assessing and reviewing progress of children with SEND at St Mary's?</b></p>	<p>Teachers are continually assessing the progress children have made in their class. This assessment informs future planning and ensures children are reaching their full potential. Teachers update assessments regularly and termly pupil progress meetings are held with the Senior Leadership Team.</p> <p>Progress is also reviewed through the following processes:</p> <ul style="list-style-type: none"> <li>• Target setting and end of year reports</li> <li>• Termly Pupil Progress meetings and review meetings with the SENCO</li> <li>• Regular meetings and reviews with outside agencies, the parent and the child</li> <li>• Additional assessment arrangements for children with SEND, where needed</li> <li>• Extra time, scribes, enlarged prints and using different media to assess children that need additional support are available</li> <li>• Where necessary we use a range of further assessments to assess reading/spelling age, dyslexia, speech and language, social and emotional difficulties and mathematical difficulties</li> <li>• Targeted Reception class children are assessed by our speech and language therapist identifying areas of language that they may find challenging.</li> </ul>
<p><b>How will my child be supported during tests?</b></p>	<p>All SEND children will have their assessment needs met by determining which access arrangements best suit the needs of the child.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Different assessments</li> <li>• Using a different space</li> <li>• Additional time</li> <li>• Having a scribe</li> <li>• Having a reader</li> <li>• The use of a computer</li> <li>• Sensory breaks</li> </ul>

	<ul style="list-style-type: none"> <li>• 1:1 adult support</li> </ul>
<b>How does St Mary's evaluate the effectiveness of provision for children with SEND?</b>	<p>Your child's progress is continually monitored by their class teacher. The SENCO oversees the provision and interventions, and monitors their success through observations and data analysis. Progress will be formally monitored by the Head Teacher/SENCO every term in Reading, Writing and Maths. In the Early Years, the children will be monitored against the 17 Early Learning Goals.</p> <p>There are also statutory national assessments that are held at different stages:</p> <ul style="list-style-type: none"> <li>• Reception class children complete a national benchmarking assessment in Literacy and Maths during the first half term of their reception year</li> <li>• Year 1 pupils complete a phonics screening assessment in June</li> <li>• At the end of each key stage children in years 2 and 6 are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally</li> <li>• At the end of Year 4 pupils complete a national times tables assessment</li> </ul> <p>SEND pupils will take part in these statutory assessments unless, due to the nature of their SEND they are unable to access them.</p> <p>Where necessary children will have targets specific to their needs set by outside agencies. Targets will be designed to accelerate learning and close the gap so that children are working towards meeting their age related expectations where possible. Progress against these targets will be reviewed regularly, evidence for judgements will be looked at, and future targets will be set.</p> <p>The progress of children with an EHCP is formally reviewed (in addition to the above) at an Annual Review meeting with all the adults involved in the child's education invited, including parents/carers.</p>
<b>What should you do at St Mary's if you are unhappy about the provision your child receives?</b>	<p>We welcome feedback from parents. If you are unhappy about your child's provision you should speak with the class teacher first. If the issue is not resolved then you can speak to Ms Maseko (SENCO) and/or Mrs Graham (Head Teacher). It is hoped that a solution will be reached between the parents and the school but if you are still concerned, you may also contact the SEND governor through the school's complaints procedure.</p>
<b>What skills do the staff have to meet the needs of my child with SEND?</b>	<p>Part of the SENCO's job is to support class teachers in planning for children with SEND. St Mary's has a highly trained and talented staff with a great deal of expertise. The school has a school development plan, which outlines training needs for all staff to improve the</p>

	<p>teaching and learning of all children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning for all children, including those with SEND.</p> <p>Outside agencies provide specific training for staff on supporting pupils with ASD, Speech and Language, Specific Learning Difficulties, and Social and Emotional Issues.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their classes e.g. Speech and Language/ASD outreach.</p>
<p><b>What are St Mary's arrangements for SEND children when transferring between phases and/or to the next stage of education?</b></p>	<p>Transitions can be difficult for children in general but can be even more difficult with children with SEND. At St Mary's we take steps to ensure that any transition phase is as smooth as possible.</p> <p><b>EYFS:</b></p> <p>All children and their parents/carers that are starting in our Nursery or Reception class will be invited for a school visit, and their new teacher may also offer to make a home visit. A graduated transition for children with SEND can be timetabled if they attend our Nursery and will be joining our Reception class.</p> <p>Children with additional needs will be provided with a personalised transition booklet to help them prepare to join their new class.</p> <p>If your child attends another Nursery the SENCO will contact your child's current Nursery SENCO to share information and to discuss your child's support needs so that transition can be as smooth as possible. Our SENCO will request reports from the school and outside agencies involved, and will ask for targets and support plans to be shared so that staff at St Mary's can continue working on outstanding targets.</p> <p><b>When moving classes in school:</b></p> <ul style="list-style-type: none"> <li>• Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher before the start of the academic year</li> <li>• Children will visit their new class and meet their new teacher and TA</li> <li>• Depending on the needs of the child, additional visits to their new classroom can be provided to help them in their understanding of moving to a new class</li> <li>• If your child requires a transition book with photographs and information about their new class/school, one will be made for them.</li> </ul> <p><b>Year 6 – Secondary School:</b></p> <ul style="list-style-type: none"> <li>• We support parents and carers in making decisions about the secondary school they choose for their</li> </ul>



	<p>children and work with them to ensure the transition from KS2 to KS3 is smooth</p> <ul style="list-style-type: none"> <li>• The SENCO will visit other schools with parents if required and arrange a meeting with the SENCO</li> <li>• Secondary Transfers are discussed in Year 5 for children with EHCPs, and this will form part of the annual review meeting</li> <li>• The SENCO will attend Transfer of Information meetings with secondary schools where information about your child's needs will be shared</li> <li>• The SENCO at St Mary's will contact your child's new school's SENCO to hand over all of the transition information</li> <li>• A transition review meeting may be held with parents and the SENCO from the new school</li> <li>• Where possible your child will visit their new school on several occasions, and in some cases staff from their new school will visit your child at St Mary's</li> <li>• Children are supported by external agencies where appropriate</li> <li>• Children may be given specific support focusing on independence and transition, as needed</li> <li>• A transition book with photographs and information about their new school may be made for them.</li> </ul> <p><b>If your child is moving to another school:</b></p> <ul style="list-style-type: none"> <li>• We will contact the new school SENCO and ensure that they know about any special arrangements or support which will have to be put in place for your child</li> <li>• We will ensure that all records about your child are passed on as soon as possible</li> </ul> <p><b>If your child is joining us from another school:</b></p> <ul style="list-style-type: none"> <li>• If your child requires a transition book with photographs and information about our school, one will be made for them.</li> <li>• The SENCO will contact your child's previous SENCO to discuss your child's needs.</li> <li>• Your child will be invited to visit St Mary's before starting</li> <li>• If needed, your child can be offered a staggered start, which means they will start or finish the school day at different times to their peers until they are settled. This would be reviewed weekly.</li> </ul>
<p><b>What support is available for improving the emotional and social wellbeing of children with SEND?</b></p>	<p>We recognise that some children have extra social and emotional needs that need to be developed and nurtured. These needs can manifest themselves in many ways e.g. behavioural issues, anxiety, becoming withdrawn and isolated etc. It is important that we work with these children and support them in developing their social, emotional and mental wellbeing.</p>

	<p>Staff at St Mary's are extremely caring and have the wellbeing of all children as a priority. Every member of staff has responsibility for the pastoral care of every child.</p> <p>The views of the children with SEND are recorded at review meetings and they also have opportunities throughout the day to share any concerns with their teacher/teaching assistant.</p> <p>Additionally:</p> <ul style="list-style-type: none"> <li>• Staff include PSHE topics across the curriculum and these are also targeted during assemblies</li> <li>• We run social skills and communication groups</li> <li>• School staff run lunchtime groups or provide 1:1 support for children experiencing emotional difficulties</li> <li>• We have playground buddies and young leaders in Key Stage 1 and Key Stage 2 respectively to ensure children have peers to talk and play with</li> <li>• Staff are in the playground during playtimes to support relationships and the senior leadership at the school applies an open door policy for all children, especially in cases of suspected bullying</li> <li>• Lunchtime and playtime staff support pupils through planned activities and groups</li> <li>• We will seek external professional help when needed from CAMHS and our link Educational Psychologist</li> <li>• We have a member of staff who runs weekly 'Roots of Empathy' sessions with one of our KS2 classes.</li> </ul>
<p><b>How accessible is your school?</b></p>	<ul style="list-style-type: none"> <li>• Coloured paper is available for pupils and staff with dyslexia</li> <li>• We have a large selection of 'dyslexia friendly' books in our school library that are written by well-known children's authors</li> <li>• We have electronic equipment readily available for those children who may need it to aid their learning e.g. iPads, laptops, etc.</li> <li>• Writing slopes, writing grips, alternative scissors, balance cushions, etc. can all be accessed should a child need it</li> <li>• All our classrooms use a visual timetable and visuals to support key instructions e.g. 'good listening', 'good sitting'</li> <li>• We have one disabled toilet with shower facilities in our main school building.</li> </ul> <p>Unfortunately we are an old school and therefore are not currently wheelchair accessible for children who wish to attend our school. Our EYFS, KS1, KS2 and school hall are housed in separate buildings, which can also make accessibility difficult for children unable to walk between buildings.</p>

<b>Where can I get further help, information and support?</b>	<p>The <b>Local Offer</b> is a guide to the services in Lewisham that are available for children and young people with special educational needs and disabilities (SEND) aged from birth to 25.</p> <p>See the website:</p> <p><a href="https://lewisham.gov.uk/localoffer">https://lewisham.gov.uk/localoffer</a></p>
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