



# Special Educational Needs and Disabilities Information Report

September 2023

Updated annually

St Mary's is a fully inclusive school and we pride ourselves on knowing our children very well. We focus on the growth of the whole child – academically, culturally and spiritually – supporting them to develop as well-rounded individuals who are independent in their thinking, confident and excited by learning. Together we dream big and aim high.

## **What is the SEND (Special Educational Needs and Disabilities) Information Report?**

This report gives information to parents and carers about how St Mary's CofE Primary School supports children with SEND.

### **SEND Team**

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Mrs. Lisa Eyre (Special Educational Needs Governor)

### **Definition of Special Educational Needs**

The SEND Code of Practice (2015, p. 15-16) defines special educational needs and disabilities as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **The Local Offer**

The Local Offer includes details of all services available to support children with special educational needs and/or disabilities and their families. The West Sussex Local Offer is available online at: [West Sussex Local Offer \(local-offer.org\)](http://local-offer.org)

Our contribution to the local offer is available at: [St Marys Church of England Primary School Clymping | West Sussex Local Offer \(local-offer.org\)](http://local-offer.org)

### **The kinds of SEND that are provided for**

At St Mary's we currently provide additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), children who have experienced trauma

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## **Identifying pupils with SEND and assessing their needs**

At St Mary's we fully understand the importance of early identification of special educational needs in order to support every child to reach their full potential. Early identification and adjusting provision accordingly, improves long-term outcomes for the children.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Other ways we identify needs are: through termly pupil progress meetings, meetings with and talking to parents and talking to previous settings.

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 core offer, or whether something different or additional is needed.

## **Consulting and involving parents/carers**

We will have an early discussion with the pupil and their parents/carers when first identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- The parents/carers are happy for us to seek outside agency support if needed

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents and get their consent when we feel that a pupil should be included on the school's SEND register. This is often when the child is in receipt of support from outside agencies.

Parents/carers and the child will be invited to EHCP annual reviews If they have an EHCP in place. The SENCo will also make contact with parents/carers at least three times a year to discuss needs, support and progress.

SEND targets are set three times a year: October, February and June. These will be shared with parents so they have an opportunity to contribute.

## **Consulting and involving pupils**

A person-centered approach is incredibly important to us and the needs and voice of the child will always be put first.

Pupils are involved in the reviewing of old targets and the setting of their next targets. They are given feedback verbally in lessons and are given regular opportunities to self assess.

Pupil voice will be carried out regularly so they can have regular input in to their support.

## Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress and adapt when needed. When reviewing and assessing, the parents and child will be included so that targets are reviewed as accurately as possible.

## Supporting pupils moving between phases and preparing for adulthood

When pupils with identified special needs join St Mary's we work with parents and previous settings to ensure smooth transition. This may involve frequent visits to the school, visits from St Mary's staff to the previous setting and the provision of photographs, transition books and other materials as appropriate. Arrangements for gradual transition may also be put in place. Our aim is to meet the individual needs of the pupil.

The SENCo will share information with the school's, college's, or other setting's SENCo for where the pupil is moving to.

Pupils who would benefit from additional time in their new setting will be supported in this.

Pupils in Year 6 who are transferring to secondary school follow a transition programme in the summer term in preparation.

## **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. However, the SENCo is there to provide

High quality teaching is our first step in responding to pupils who have SEND. Individuals who need extra support will have this in place, this is known as scaffolding.

Some of the many interventions we provide include:

- Speech and language programmes
- Social skills groups
- Sensory work
- Additional reading
- Jump Ahead
- Any other interventions/adaptations implemented to meet individual needs, supporting pupils to access the curriculum and make progress

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

We make the following adaptations to ensure all pupils' needs are met:

- 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, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Allowing pupils to record in a variety of ways.

## **Expertise and training of staff**

Our SENCO has 7 years' experience as a class teacher and experience as a phase leader. She has been a SENCo and Inclusion Manager for 3 years. She has gained the National Award for Special Educational Needs Coordination and a Master's Degree in Inclusive Special Education at the University of Chichester. Other qualifications she has includes 'Understanding Children and Young People's Mental Health' and 'Understanding Specific Learning Difficulties'. She is also a staff and Youth Mental Health First Aider.

We have 4 teaching assistants who are trained to deliver interventions such as: Speech and Language programmes, Jump Ahead, Emotion Regulation techniques.

Teaching assistants will support pupils on a 1:1 basis or in a group depending on needs. Training needs of staff are also identified depending on the children's needs in the class.

Teaching and learning is monitored regularly throughout the school year as we know that quality first teaching is likely to mean that fewer children will need additional support. Teachers take part in regular training and updates with regards to quality first teaching through; CPD, staff meetings and monitoring and feedback.

## **Evaluating the effectiveness of SEND provision**

The head teacher monitors the provision of all children within the school on a regular basis.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their SEND targets each term
- Monitoring by the SENCO

Reviewing progress of pupils with EHCPs against their SEND targets every term

Holding annual reviews for pupils with EHCPs

Progress compared to national data

Effectiveness of interventions and progress made through interventions

Pupils work

Pupil voice

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Adaptations will be made according to needs. These could include: Risk assessments, extra adult support or preparing the child through social stories and visuals.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of pupil decision making groups

Pupils with SEND are included in our buddy scheme

Pupils with SEND form trusting relationships with adults where they feel they can share problems with them.

Teaching Zones of Regulation

Co regulation when needed

Through our Jigsaw scheme.

We have a zero tolerance approach to bullying.

### **Working with other agencies**

We work closely with a range of outside agencies and are open to seeking advice from any agency which can support individual pupils and help us to meet their needs.

Some of the agencies we seek support from are:

- Speech and Language Therapy Service
- Specialist Mental Health Professionals e.g. CAMHs, Young Minds
- Winston's Wish
- Educational Psychology Service
- Learning and Behaviour Advisory Team
- Autism Advisory Team
- Beacon House (Trauma Specialists)
- Autism Sussex

- Early help team
- Virtual School
- School nurses

### **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services