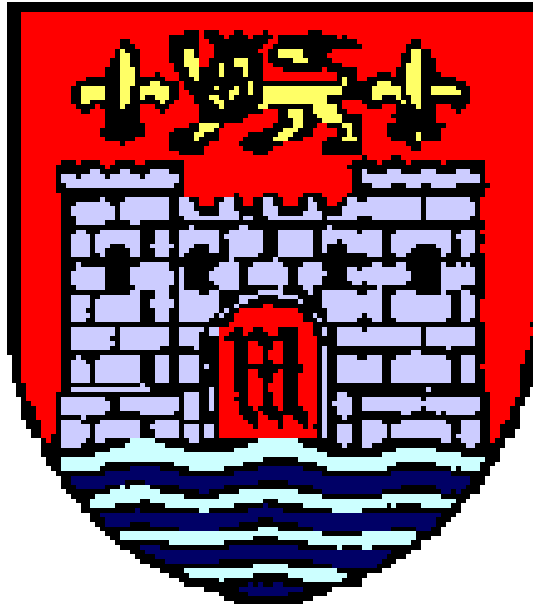


St Mary's CE VC Primary



Provision for Children with Special Educational needs and Disabilities

The following information meets the legal requirements set out in the SEND Code of Practice (2014) to provide an SEN policy and SEN information report. It was developed in consultation with St Mary's parents and pupils in December 2014 (and most recently updated in September 2022), and aims to provide a clear guide to our provision at St Mary's School.

Our Ethos:

At St Mary's School we have a very strong inclusive ethos that values every child as an individual. We have an expectation that every member of staff will encourage children to make choices that further their learning and actively seek to support them in this so that children are given every opportunity to thrive.

The next pages contain responses to key questions. Information covering our legal duties as a school can be found at the end of the policy:

1. What should I do if I think my child has Special Educational Needs? (SEN)

1. Contact your child's class teacher to request a progress review meeting

During this meeting you will review progress over a period of time and look at latest assessment results.

The class teacher may ask the school SENCO to attend this meeting. A plan of action will be decided and an agreed date for review.



2. Follow Up Meeting

We evaluate whether the actions have been successfully met and whether further actions are needed.



3. Next Steps

If further actions are needed we may decide together to place the child on the SEN register. See below.

How will school respond to my concern?

After the initial progress review - *We may investigate concerns further by carrying out further assessments or consulting outside agencies. At this stage it may be necessary to place the child on the SEN register.*



Planning together – *Initially (and thereafter each term) the SENCO will discuss a plan with the Class Teacher to target areas of concern. This will be discussed with Parents and the pupil and modified accordingly.*



Outside Agencies - *It may be necessary to seek advice from Outside Agencies to decide on the most suitable course of action. Parents/Carers are asked for consent and involved during this process.*



Progress Reviewed - *Progress is reviewed at suitable times during the year with parents, children and adults involved. If progress continues to be a concern we will set new targets.*



Further Actions: *If your child has made sufficient progress we may decide to remove them from the SEN Register. Where longer term high levels of support are required we may decide together to request an assessment for an Education and Health Care Plan.*

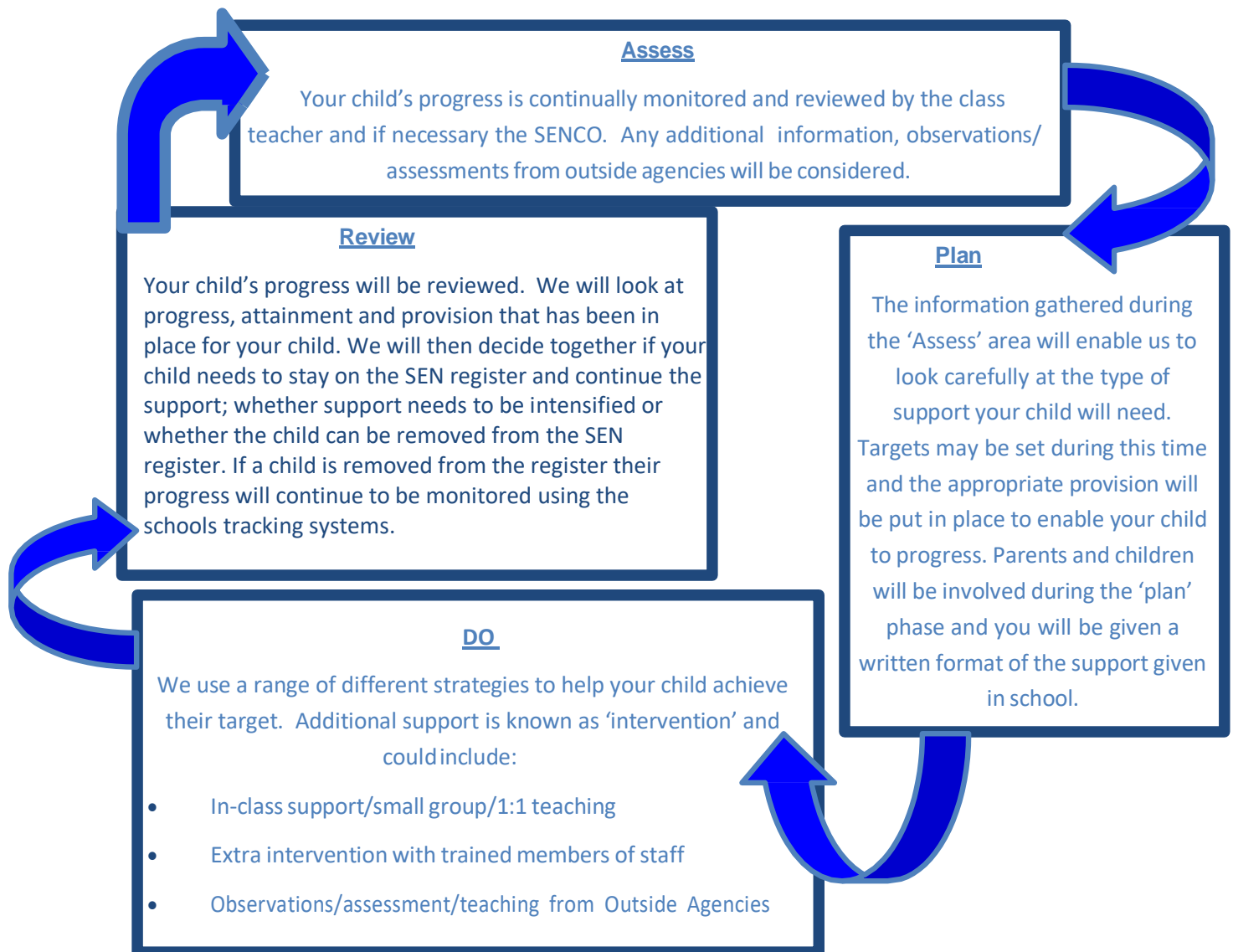
How do you know if children need extra support?

Decisions will be made using both formal and informal assessments of your child including:

- Adult observations over a period of time
- Monitoring data (collated and analysed each term where children are discussed during pupil progress meetings with the deputy head teacher and your child's teacher).
- Discussions with parents/pupils
- Advice sought by the SENCO from outside agencies

2. What will the school do to support my child?

Your child's targets will be set and the progress will be monitored by the class teacher. In addition, your child will receive support from a teaching assistant. At St Mary's School, we follow a process of providing support for children. This is through a cycle known as 'Assess', 'Plan', 'Do' and 'Review'. (see below for more details)



3. How will the curriculum be matched to my child's needs?

St Mary's provides a broad and balanced curriculum. Teachers differentiate to meet the needs of all learners. However we also encourage children to select the appropriate level of challenge for themselves within lessons rather than deciding the tasks they will do through setting or grouping. Children are supported in their skills of self reflection to evaluate whether they have chosen appropriately or need to work on more challenging tasks. All pupils are provided with opportunities to flourish and pupil voice is considered carefully through dialogue with their teachers about lessons and through the wider role of the school council. Lessons involve a wide variety of activities, including individual, paired and group work as well as activities developing visual, auditory and kinaesthetic skills. The quality of teaching is regularly assessed to ensure that all students are receiving a high standard of learning and teaching.

If your child has SEN then they will need support that is 'additional to and different from' other children. In addition to high quality teaching, the class teacher will plan a range of appropriate strategies to support the child's learning. These are listed below:

- **Differentiated curriculum** - A differentiated curriculum ensures that all children in the class have their learning needs met.
- **Small group learning** - The class teacher will plan activities for your child to work in a small group to meet their learning objective.
- **1:1 teaching** - If appropriate, your child may have sessions on a 1:1 basis. This can be with the Class Teacher, Teaching Assistant or the SENCO. Outside agencies may provide 1:1 sessions/group sessions (if necessary).
- **Use of visual aids** - Visual timetables/prompts around school enable children to develop greater independence skills and help children to understand the school routine.
- **Use of ICT** - Using different equipment for children to access learning including laptops, computers, iPads and other forms of technology.
- **Interventions** - We have a wide range of interventions to enable children to meet their targets. These are identified and chosen according to the child's individual needs.

4. How will both you and I, know how my child is doing and how will you support my child's learning?

At St Mary's School, we assess children's learning throughout the year. Closely monitoring pupils enables us to identify the children who are not making expected progress. We use different assessment tools to measure children against age related expectations including end of Year National Curriculum expectations, Early Learning Goals and if necessary through small steps using the Birmingham SEND Toolkit/Small steps assessment (an assessment tool to measure progress for children who have complex learning needs).

Parents are invited to a termly parents evening with the class teacher to discuss their child's progress and attainment. Where a teacher identifies that a student is not progressing as expected, they will invite you to a pupil progress meeting at an alternative time so that more time can be given to discuss any concerns and agree actions to support the child.

If a child has a statement or EHCP parents are invited to attend review meetings at least three times a year. One of those meetings will be the student's Annual Review to which parents will be invited. All staff involved with the student contribute to the review. The students will take part in these meetings and will also be supported to contribute.

We also offer information meetings about various aspects of the curriculum at different points in the school year (advertised through the school newsletter) to help families understand how they can best support their child. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. The first point of contact should parents/carers have concerns about their child's progress is their class teacher. Students' exercise books are marked regularly and appropriate feedback is given to students. Parents are encouraged to look at these books with their children.

Who will support my child in school?

There are many people who may be involved in providing support for your child. If you would like to contact a member of staff please pop in to the office to make an appointment or email office@stmarybridport.dorset.sch.uk :

Who?	Roles and Responsibilities
Class Teacher	The Class Teacher is the first point of contact should you wish to raise a concern about your child. It is the Class Teacher's responsibility to plan for teaching and learning and to make judgements based on your child's progress.
SENCO	The SENCO, Miss Wiscombe, works with class teachers to plan support and will monitor the progress of all the children on the SEN register and monitor the effectiveness of intervention for children throughout the school and refer children to outside agencies where appropriate.
Teaching Assistants	Teaching Assistants support children in class during lesson times and in providing specific targeted support in class or intervention. If the ClassTeacher is unavailable then a TA may be able to help.
Head Teacher	The Head Teacher, Mrs Batorska meets regularly with the SENCO to discuss provision in school for children with SEN and how to allocate the funding the school receives to support these pupils. The Headteacher also monitors the teaching and learning across the school.
Midday Supervisors	The Midday Supervisors support the personal, social and emotional needs of your child. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.
ELSA (Emotional Learning Support Assistant)	We employ three ELSAs to support the needs of particular children. They work with small groups and with children on a 1:1 basis. They support 'Start the Day' clubs within classes which provide a nurturing start to the day for pupils needing this support. They also staff our 'den' area which can be accessed by any child to support them access learning successfully.
Outside Agencies	St Mary's works with a range of Outside Agencies including:- Speech and Language Therapists, Specialist teachers, Educational Psychologists, Occupational Therapists, Paediatricians, and Specialist Nurses. Their role is to support the SENCO with all aspects of SEND.
SEN Governor	The Governing Body at St Mary's has a named Governor (Sally Walton) whose responsibility is to oversee the provision for SEN. She meets the SENCo regularly and feed information back to the governing body.

5. What support will there be for my child's emotional and social well-being?

Pastoral and social support

At St Mary's we pride ourselves on the excellent relationships that are built up between the children and all staff to support children's social and emotional needs. We encourage all the children to take an active role in their own wellbeing through weekly RHE (Relationships and Health Education) lessons and responsibilities such as training to be Wellbeing or Sports Ambassadors.

We recognise that all children can experience circumstances that affect their well being (such as bereavements, parental separation or friendship difficulties). All staff received Emotion Coaching Training in September 2021 and several staff also have attended Trauma Informed Schools Training. Ongoing CPD in these areas helps us embed and build on our practice.

- Staff work closely together to provide support for children with social and emotional needs (This includes a lunch club and 'den' area to support access to learning during lesson times)
- The school has three trained Emotional Support Assistants and employs a counsellor and play therapist who can offer support to children.
- Our STEPS, behavior approach enables adults to support children to reflect on any incidents and access support.

All child protection issues are reported to the Head Teacher or Designated Senior Person

Medical Needs

- A medical policy is in place which ensures that students with medical needs are fully supported.
- The school has a number of trained First Aiders and they receive regular training to keep their skills up to date. Relevant staff are trained use of epipens and the administration of emergency medication for the alleviation of anaphylactic shock.
- If required a 'care plan' can be put in to place. If your child requires medication, please contact the school office.

Support for Behaviour

The school has high expectations of behaviour and the children themselves have helped to write our Wellbeing and Behaviour policy as well as helping to create our rewards and consequences system.

- If your child has difficulties surrounding their behaviour a plan may be put into place (Parents and Pupils are involved in this process)
- We may ask for your permission for outside agency involvement such as the Educational Psychology Service who can observe your child to help us understand the nature of the difficulty and offer suggestions and strategies to support their needs.
- Progress is reviewed with all adults involved with the child and new targets set where appropriate
We take all possible steps to avoid an exclusion.

Attendance

As part of our commitment towards supporting children's social and emotional well-being, we constantly monitor children's attendance. If concerns arise regarding your child's attendance, you will be notified by the Head teacher. Please see our attendance policy for further details of this process.

6. What specialist services and expertise are available or accessed by us as a setting?

AGENCY	Roles and Responsibilities
Educational Psychologist (Jeremy Side Stephanie King)	<ul style="list-style-type: none"> • Meet with parents and teacher to discuss concerns • Supports the SENCO and teaching staff by observing, assessing and setting targets (if necessary)
Specialist Teacher (Elizabeth Monaghan)	<ul style="list-style-type: none"> • Assesses children’s learning needs in school • Direct Work with children • Support SENCO and staff with advice and strategies to support the child
Speech and Language Therapist	<ul style="list-style-type: none"> • Assessment of speech difficulties and language acquisition • Direct teaching • Support and advice for SENCO/Class teachers
Early Help	<ul style="list-style-type: none"> • May work alongside parents and school to offer guidance and support around parenting and signposting to services to support both parents and pupils.
Counselling & Play Therapy (Fran Fleming & Ali Chown)	<ul style="list-style-type: none"> • Offer support to children who may need additional time to talk about issues they are facing e.g. parental separation, bereavement, anxiety •
CAHMS	<ul style="list-style-type: none"> • CAHMS are based in community locations and is a multi-disciplinary team <p>Support with a range of needs complex mental health needs</p>
Specific Literacy difficulty Assessors	<ul style="list-style-type: none"> • May complete assessments with your child to establish if dyslexia or any other learning needs may be affecting your child’s progress. They can offer advice on teaching strategies to support their learning needs
Paediatricians and Health Services	<ul style="list-style-type: none"> • Where concerns arise and a referral is needed, we are able to refer to the paediatrician and provide any information they request with your permission.

7.What training and experience do staff have for the additional support my child needs?

STAFF	SEND QUALIFICATIONS/EXPERIENCE/TRAINING
Mrs Farmer, Mrs Batorska, Miss Wiscombe Mrs Samuel Mrs Gerrard	<ul style="list-style-type: none"> • Child Protection
Mrs Batorska (Headteacher)	<ul style="list-style-type: none"> • National SENCO Award • MA in Early Mathematical Intervention
Miss Wiscombe	<ul style="list-style-type: none"> • National SENCO Award
Teaching Staff	All teaching staff have Qualified Teacher Status. All teaching staff undertake SEND training in school as part of their continued professional development. This is either delivered by the SENCO or Outside Agencies.
Teaching Assistants	Our Teaching Assistants hold a range of qualifications including NVQ Level 2/3 They are experienced Teaching Assistants and have a wide range of experience across the Primary age range.
SEN Governor	The SEN Governor Sally Walton.

Staff have had a wide range of SEN training, including:

- Dyslexia, Attachment, Autism, ADHD, Hearing and Vision Impairments
- Early bird plus courses (Support for children with Autism) Specific
- Reading and Writing Interventions eg Better Reading partners,
- Fischer Family Trust Literacy, x code and Inference
- Speech and Language Training including Narrative Play and Elklan Training
- Every Child Counts intervention Programs
- First Aid/Medical training
- Precision Teaching
- Learn to Move, Move to Learn
- Emotion Coaching, Trauma Informed Schools and Play Therapy Approaches

8. How will my child be included in activities outside the classroom including school trips?

First hand experiences are a key feature of learning in our school. We frequently use educational and residential trips to enhance learning opportunities. School policy promotes inclusion, where possible, of all our learners in all aspects of the curriculum including activities outside the classroom. The school consults with parents and health professionals to make access arrangements for SEND students so all can participate in school visits and outside learning. All staff organizing visits are trained and complete risk assessments. Where there are specific issues regarding safety and access for individuals, further plans are put in place to ensure needs are discussed and planned for (using risk assessments) in consultation with parents.

9. How accessible is the school environment?

Diversity is valued and respected in our school. The school has an Accessibility Plan in place and all staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. The school is housed in a single, building which is wheelchair accessible and a disabled toilet facility is available. Careful attention is paid to keeping paths and corridors smooth and hazard free. Obstructions to free movement around the school are kept to a minimum. The school has many rooms adjusted with sound panels to support children with Hearing Impairment and a contrast audit and subsequent work has been completed to ensure the environment is suitable for visually impaired children.

10a. How will the school prepare and support my child to join school

At St Mary's Primary School we ensure that your child is fully prepared to join our school through a careful, well thought transition plan. We have strong links with feeder pre-schools/nurseries. To ensure a smooth transition we will:

- Visit your child in the pre-school setting. If we are unable to do this, we will make sure that we speak to your child's keyworker to gain as much information as possible to support the transition
- Use paperwork sent from pre-schools/nurseries such as your child's learning journeys and any medical/SEN information
- Hold a number of visits during the Summer term before your child starts school. These are opportunities for you to find out about our school in greater depth and to meet the class teacher. They also allow time for your child to explore and feel comfortable in the classroom and school environment and get to know key adults.
- A home visit from our Reception teacher

Sharing of information is encouraged between settings and if necessary additional meetings can be arranged at this stage to alleviate any concerns which you may have.

10b. How will the school prepare and support my child to transfer to a new setting/secondary school

We work hard to ensure transition to a new school is as seamless as possible and is an exciting experience for the children. Transition to a new school is often a worrying time and even more so if your child has SEN. We will do our best to ensure:

- Your child is offered extra transition opportunities (should this be required)
- Meet with the SENCO of the secondary school to share information
- Complete transition books to support your child with any new routines
- Contact agency support (if necessary) to become involved with the transition
- Meet with parents and the SENCO of the secondary school (if necessary) to discuss issues surrounding transition.

11. How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?

The Special Educational needs budget is allocated in response to the needs of individual students at the school. The majority of the school's funding is spent on teaching and support staff and the allocation of their time is agreed by senior staff. Consideration is given to what support may be appropriate at any given time and to the child's views on this provision. Budgets are closely monitored and aligned to the School Development Plan.

12. How is the decision made about what type and how much support my child/young person will receive?

Working with the student, their families and other staff, assessment data is used by the SENCo to consider the course of provision that will best match the student's needs.

The SENCo oversees all additional support and regularly updates the SEN Governor. All students with an EHCP will have at least those provisions laid down in their plan and usually receive additional support. Other students often receive a similar high level of support, depending on need and availability of resources.

Student's progress is continually monitored and reviewed at the annual review meeting. Any changes to support will be detailed and implemented, if necessary. Progress will be measured against termly agreed and reviewed outcomes and academic progress. The pupil, parents and other professionals involved in provision for the student are requested to share their views for the annual review meeting.

13.How will I be involved in supporting my child?

At St Mary's we recognise the valuable role parents play in supporting their child's learning. The school believes in developing a dialogue with parents to support a child/young person's learning, needs and aspirations. Parents are encouraged to contact staff by phone, email or in 1-1 meetings whenever they need and are also provided with set formal meetings throughout the year to discuss progress and amend provision where necessary.

There are many other different ways parents can support their children such as:

- Attending meetings
- Ensuring children complete homework/reading tasks to support their learning
- Keeping us up to date of any changes or information you feel that is necessary to pass on to the class teacher/ SENCO
- Considering becoming a parent governor or joining our parent association which welcomes new members.

14.How can I access support for myself and my family?

- In the first instance, parents/carers are encouraged to talk to their child's teacher or our Family Support Worker Lucy Gerrad.
- Further information and support can be obtained from the school's SENCO
- Dorset Parent Partnership offers impartial and independent information, advice and support to parents of children with SEN and can be found at <https://www.dorsetforyou.com/parent-partnership-service>

The following organisations also offer information and support for students with specific SEN:

- The British Dyslexia Association - <http://www.bdadyslexia.org.uk>
- The National Autistic Society – www.autism.org.uk and Community Wessex http://autismwessex.org.uk/community_wessex
- Dorset also offer the following useful information sites:
 - <http://www.xchangeonline.co.uk> - The interactive news and information network for children who are disabled and their families across Dorset, Bournemouth and Poole
- <http://familyinformationdirectory.dorsetforyou.com> – Dorset's family information website, packed with services, activities and advice.

Supplementary Information:

Roles and Responsibilities:

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Mary's arrangements are published on supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. They are fully informed about SEND issues and involved in the reviewing of provision and funding arrangements (Please refer to the relevant sections for more details on staff and their roles).

Admission Arrangements:

St Mary's uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Mary's makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Mary's liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website. We have a vision friendly environment with contrasting colours to support those with vision impairments. Many of our classrooms and central spaces also have sound absorbing panels to provide for those with hearing impairments.

Facilities for those with SEND:

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

Monitoring and Evaluation of Special Educational Needs and Disability:

The SENCO completes an annual report evaluating provision across the school. This is informed by the data collected from interventions and progress that children make across the year as well as more qualitative data and the views of parents collected either through questionnaires or at review meetings. This is reviewed by the governing body and informs the SEND action plan for the following year.

Storing and Managing Information:

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security and Freedom of information. SEND records will be passed on to a child's next setting when he or she leaves or transitions to Secondary School and confirmation of receipt will be requested.

Complaints:

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO. St Mary's publishes its Complaints Policy on the school website; this information can be found under the heading of School Policies or a paper copy can be requested from the school office.

Reviewing the policy:

This policy will be reviewed and updated annually by the Teaching and Learning Committee and by parents at the school (through an invitation to support the review process).