

St Mary's C of E Primary School



SEND Information Report

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| Committee responsible | FGB |
| Approval required by | FGB |
| Statutory or Recommended | Statutory |
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| Date approved | September 2023 |
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| Display on website | Yes |
| Link with other policies | Accessibility Plan Complaints Behaviour |
| Signed by the Chair Of Governors: | Jack Foster |
| Signed by the Headteacher: | Emmeline Lawlor |

St Mary's Primary School, Church Lane, Chessington, KT9 2DH

<https://www.stmaryschessington.co.uk>

Introduction

St Mary's is a mainstream, inclusive and nurturing school. We are committed to all children achieving their potential and believe this is gained through high quality teaching, high expectations of behaviour and an environment where they feel happy, safe and valued.

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

Children and young people are not defined by their SEND. They are unique and whole individuals, who have the right and potential to be the best they can be.

As it says in the SEND Code of Practice, every teacher is a teacher of SEND. Through Quality First Teaching our staff make reasonable adjustments to help include all children. We take a holistic approach to supporting learners believing that their emotional needs are as important as their learning needs.

We aim to ensure our pupils are ready for the next stage of their education, and with this in mind, any intervention put in place at St Mary's must have the core aim of promoting and developing independence of the learner.

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies

Inclusion and SEND Policy, Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, and Accessibility Plan.

What kinds of special educational needs might the children at St Mary's have?

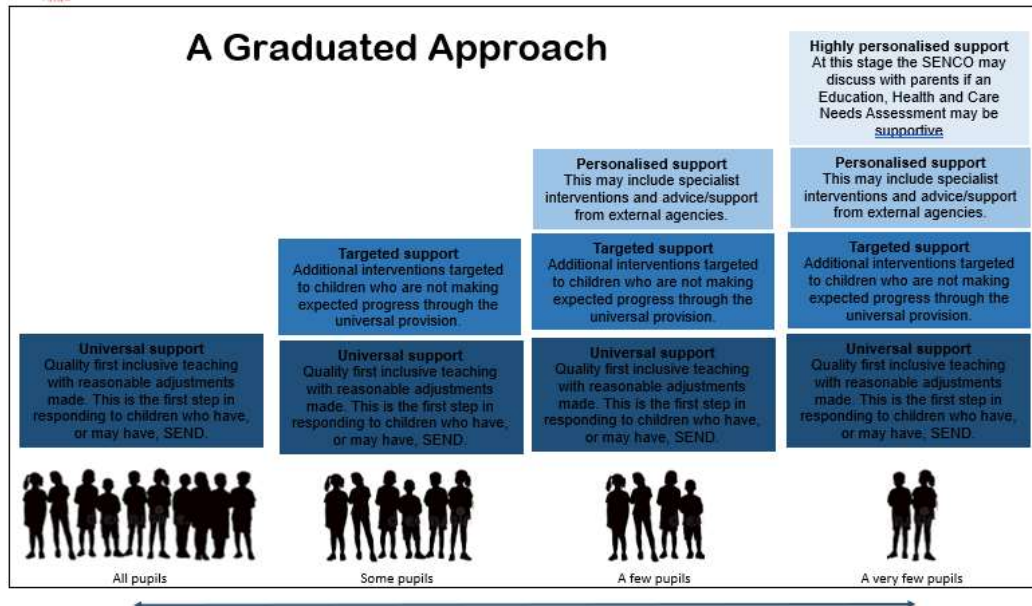
At St Mary's C of E Primary School, we have experience of supporting children and young people with a wide range of need. Staff have been trained so they can cater for all learners, through a graduated approach, who may have difficulties with:

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

A Graduated Approach - SEND Code of practice.

At St Mary's C of E Primary School, we continually monitor all children in order to decide on the most appropriate level of support for all pupils, including those with SEND.

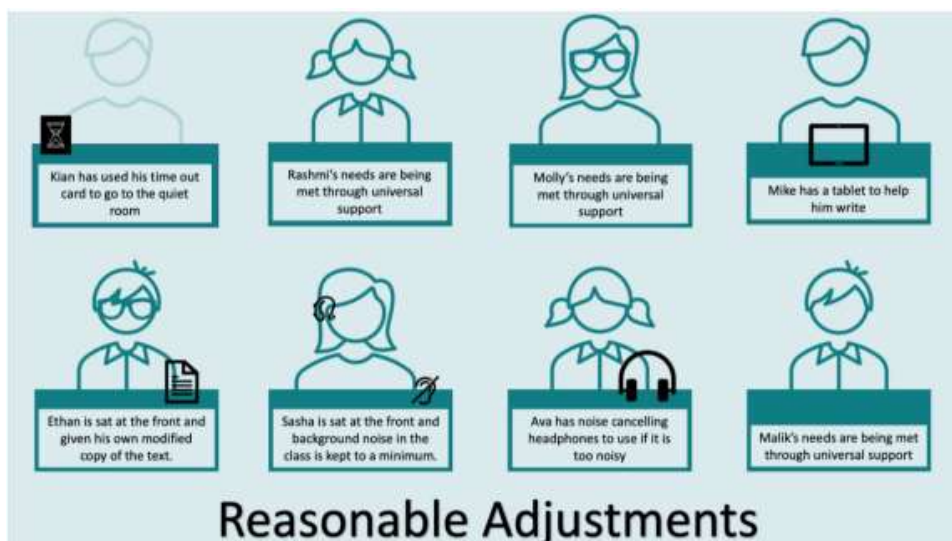
The graduated approach used at St Mary's identifies four levels of support - universal, targeted, personalised and highly personalised.



Universal Support – Inclusive Quality First Teaching

Quality first inclusive teaching considers the learning needs of all the children in the classroom. This includes providing differentiated learning and creating an effective, inclusive learning environment. This is the first step in responding to children who have or may have SEND. Teachers will prepare a One Page Profile in partnership with the child and their parents to identify any reasonable adjustments that may support the learner.

The image below gives an example of some reasonable adjustments that we can make to ensure children are appropriately supported.



Targeted SEND Support

Targeted provision describes specific, additional and time-bonded interventions provided for some children who need help to accelerate their progress.



This support/intervention is targeted to children who are not making the expected progress through the universal provision and will follow the assess-plan-do-review cycle described below.

Short term outcomes will be identified based on the teacher assessment of the child's needs and these will be reviewed half-terminly.

Examples of support at this level could include:

- Small group support
- Targeted booster classes
- Structured support during unstructured times
- A Learning Plan will be prepared and shared with parents at this level of support.

Personalised SEND Support



Where children are not making expected progress towards their outcomes after a number of cycles of the assess-plan-do-review process, and the gap is widening between them and their peers, they may receive more targeted and personalised SEND support. This level of support is needed for a few children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions and/or advice and support from external agencies.



Education Health and Care Plans

Where it is identified that a child is not making progress and the gap between them and their peers is significant, the child or young person may be considered to have needs that are complex and long-term. At this stage, the child will typically have had several cycles of the 'Assess, Plan, Do, Review' process, and the SENCo may discuss with parents if an Education, Health and Care Needs Assessment may be supportive.

How are children with Special Educational Needs identified and assessed?

At St Mary's Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing below age expected levels or not making expected progress in their learning?
- School based assessments carried out initially by the class teacher
- Further school-based assessments carried out by the SENco where concerns raised
- Concerns raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on.

The progress of all children is monitored closely through a range of assessment procedures and internal monitoring. Detailed assessments and target tracking ensure that all learners achieve and make progress at St Mary's C of E Primary School.

Formal pupil assessments are carried out each half term and those children needing extra support and/or are underachieving are identified through observations, pupil conferencing, formative and summative assessment.

How do we evaluate the effectiveness of the provision made for pupils with special education needs?

Our inclusion leaders monitor the quality and effectiveness of provision made for SEND pupils. For example, we measure a reading level at the start of a reading intervention and then assess progress over time and levels of attainment.

If a child is not making sufficient progress and/or is falling short of expectations, we will consider other forms of support that may need to be provided.

Curriculum leaders also monitor progress, attainment and provision within Quality First Teaching of their specialist area of the curriculum.

What is the school's approach to teaching pupils with special educational needs and the additional support that is available to them?

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'

(Code of Practice 6.11)

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality First Teaching.

At St Mary's C of E Primary School, we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises to promote learning, personal growth and development. We do our best to ensure that all children can access all things as best as we can. We do not see SEND as a barrier to accessing the full curriculum and ensure that children with SEND are fully included in all activities in order to promote the highest levels of achievement.

All schools receive funding for SEND pupils within their delegated budget. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and evidence based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource may be required to meet the need of a pupil. In this case the school will request 'top up' high needs funding from the Local Authority of Kingston.

The Headteacher has the final say in the use of the personal budget within the school.

These services are accessed depending on the level or type of need, which can change on a regular basis:

- Educational Psychologist
- EISS (Education Inclusion Support)
- Speech and Language Therapy
- Occupational Therapist
- Specialist Teacher
- School School Nursing Service
- Health Visitor (for children in Early Years)
- CAMHS (Child and Adolescent Mental Health service) and MHST (Mental Health Support Team) through the WAMHS (Well-being and Mental Health in Schools) project
- Social Services

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, scaffolding, concrete resources and plan different levels of work in the classroom to cater for the various ways children learn.

Each child's teacher finds ways to support individual needs by:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs (scaffolding)
- Offer small group and/or individual support to promote skills identified in the child's Individual Learning Plan.

What support is available for improving the emotional and social development of pupils with special educational needs?

At St Mary's Primary we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, Emotional Literacy Support, use of our school values and positive learning behaviour examples, pupil voice time and indirectly with every conversation and interaction adults have with pupils throughout the day. We are an Attachment Aware School and place great importance on the use of positive reinforcement, emotion coaching and supporting pupils with self regulation.

Staff believe that high self-esteem is crucial and aim to support and promote the emotional wellbeing of all children. On a daily basis, the class teacher is responsible for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact should further advice or support is required.

For some pupils we also provide the following;

- Weekly lunchtime sessions with our school's SENDCo
- Designated quiet spaces (including Quiet Clubs) during unstructured times
- Support with referrals to the CAMHS team
- Support for consultations with the Family support team
- Referrals to bereavement service
- Referrals to Early Emotional Intervention Service (EEIS)
- Referral to the Mental Health Support Service (MHST)

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

St Mary's Primary does not tolerate bullying and all pupils are encouraged to share any concerns they have with their class teacher or support assistant. Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEN for everyone in the school community. Any cases of bullying are reported to the Senior Leadership Team who ensures that the matter is dealt with effectively.

What activities are available for pupils with special educational needs in addition to those within the curriculum?

All clubs, trips and activities offered to pupils at St Mary's Primary are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

All pupils at St Mary's Primary are invited to attend extra-curricular clubs. Wherever possible, these clubs include access for children with SEND. We will do our best to ensure that clubs cater to the needs of SEND pupils, and may support them in doing so by providing additional adult support.

We invite parents and carers to discuss access for SEND pupils on our school trips, both residential and day trips. We will make reasonable adjustments to ensure that all pupils can take part in trips and will plan them accordingly. If a parent has concerns or is anxious about their child going on any of our trips, we invite them to come and discuss these concerns further. We ensure that there are detailed risk assessments and plans in place for those whose needs require more attention and provision.

Who are the best people to talk to in this school about my child's Special Educational Need?

We encourage you to speak to your child's class teacher in the first instance.

The person responsible for Inclusion and managing SEND at St Mary's is Emmeline Lawlor.

Mrs Lawlor works full time and is contactable on senco@stmarys.rbksch.org

Mrs Clare Quinn is responsible for the school's SEN 'Watch List' whereby emerging needs can be discussed and early support put in place.

What expertise and training do our staff in relation to supporting pupils with special educational needs? How do we secure specialist expertise?

We have staff that have training and experience in a wide range of areas:

- Emotional Literacy Support (ELSA)
- Foetal Alcohol Syndrome Disorder (FASD)
- Read, Write, Inc Phonics, Reading & Comprehension
- Supporting Literacy
- Supporting Mathematics
- Supporting children with autism and ADHD
- Lego Therapy
- Mental Health Training
- Occupational Therapy packages
- Positive handling
- Speech and Language packages

All staff have taken part in autism training with Ambitious About Autism.

All staff have been trained in emotion coaching and mentoring facilitated by our Educational Psychologist.

All staff have taken part in a two-year award meaning that we have achieved bronze Attachment Aware School status. This means that we understand the impact that childhood attachment issues and trauma can have on a child and are equipped to support them.

St Mary's is a Rights Aware School (Bronze award UNICEF Rights Respecting) This means that we believe that all children have the right to access all rights stated on the United Nations Convention on the Rights of the child <https://www.unicef.org/child-rights-convention> and that adults in our school are duty bearers that must ensure that children can access their rights.

St Mary's Primary School accessible to children with SEND and how does equipment and facilities support children?

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible. We aim to make lessons varied, stimulating and highly visual to support children with a variety of learning needs. Specialist teams, for example Physiotherapists, Occupational Therapists & Speech and language therapists provide guidance, advice and equipment for a child with particular access or support needs.

In addition to this;

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on one level with easy access and double doors where appropriate.
- There is one disabled toilet, a shower area and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- Quiet areas and calming zones are provided for children who need a space to support their emotional needs.

For more information please see our Accessibility Plan on our website.

How do we work in partnership with parents and carers?

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement. We know that parents are the first educators of their child and that we need their knowledge to plan effectively.

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

We will always involve parents and children in planning and reviewing progress. We make every effort to communicate clearly and effectively with parents and carers of children with SEND about, for example:

- How we support their children;
- Their achievements and their well-being

- Their participation in the full life of our school.

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

How do we listen and respond to children with special educational needs and involve them in their learning?

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- inviting children to make personal contributions to their Annual Review meetings, for example, through a video montage or presentation.
- doing an annual pupil questionnaire on pupil voice – giving children their say
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- providing visual support to help children to communicate with us
- making sure that our school council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

We take parental concerns very seriously. If you have a complaint, please come and talk to us about it first. We will endeavour to reach a solution with you.

We encourage parents to discuss their concerns with:

- Class teacher (in the first instance)
- SENDCo
- Headteacher

If you still feel that the concern remains unresolved please follow our formal complaints procedure which can be found [here](#).

How do the governing body involve other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service for 33 hours per year.
- Premium level membership to SPARK (the School Performance Alliance for Richmond and Kingston)
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service
- Membership of professional networks for SENDCo e.g. NASEN, SENDCo forum, etc
- School Nurse
- Local authority Website hub for SENDCos: https://kr.afcinfo.org.uk/senco_zone

What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?

Kids, a local voluntary sector organisation delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

Address: Kingston Office: Moor Lane Centre Moor Lane, Chessington, KT9 2AA
Richmond Office: 20 Windham Road Richmond, London, TW9 2HP

Phone: 020 3793 9596

Email: RichmondKingston@kids.org.uk

Website: <https://www.kids.org.uk/sendias>

How do we support pupils with transition when joining, leaving or moving to a new year group?

When a child joins St Mary's, a member of staff will collect information and records from the child's previous school and from the family. We always encourage parents to visit our school before the transition.

We plan carefully to help children to feel safe and to settle in. We can arrange transition events so children can meet their new teacher and support staff and also so the school becomes a familiar place.

When a child moves up to the next class, we organise class hand-over meetings where teachers and support staff make sure that the new teacher and any member of support staff they have not worked with. This enables all adults to have a clear understanding of the needs of all children.

We also provide an opportunity for parents and their children with SEND to meet the new teacher before the start of the school year.

Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them. We create individualised transition booklets with familiar staff photos to help prepare children for transition.

In year Transfers

When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This may involve a team of buddies to help her/him settle in to the new class and provide help to find their way around the school.

Other transitions may include:

- Primary to Secondary
- Support for move to new building and curriculum
- Support for friendships and well-being
- Planning support for learning
- Attend induction days
- Hold transition meetings with parents
- Visits to our school
- Secondary SENCo meeting Primary SENCo and pupil
- Support for coming to a new school – e.g. learning, friendships and well-being
- Meet pupil and parents
- Assess needs
- Go through classroom routines and weekly timetable
- Tour the school
- Offer support from our ELSA

Where can I find Information on the published local SEND offer?

The local authority's local offer is published on their website and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

Website for AFC Local Offer: https://kr.afcinfo.org.uk/local_offer