



St Mary's Church of England Primary School, Writlington

Special Educational Needs Information Report 2020-2021

This document has been developed in collaboration through the Norton Radstock Cluster of schools and identifies the schools ensure consistency of approach when meeting the needs of pupils with SEND.

Special Educational Needs Co-ordinator: Miss Hamblin
(maternity cover for Mrs Dart).

At St Mary's C of E Primary School we strive to ensure all children reach their potential and be the best they can be. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed.

Children and Families Bill 2014/ SEN Code of Practice

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reforms the systems for adopted, looked after children, family justice and SEND.

The reform programme is set out in *Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- Improving cooperation between all the services that support children and their families
- The Local Authority being responsible for EHC plans, which can run from Birth to 25 in accordance with the **Code of Practice**.



Who are the best people to talk to at our School about my child's educational difficulties and/or Special Educational Needs?

Teachers

Teachers ensure that...

- all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- the progress of your child is monitored closely, and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources) and discuss

amendments with support staff or the SENDCo as necessary.

- they develop a Single Support Plans (SSP - called a My Plan) and sharing and reviewing these with parents at least 3 times a year and plan for future provision.
- Members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments they may need to enable them to be included and make progress.
- All staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress.
- the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Teaching Assistants

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities.

How can I talk to them about my child if I need to?

You can contact your child's class teacher by telephoning, e-mailing or visiting the school to arrange an appointment. As a school we welcome regular communication between parents and school.

SEND Governor

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to the full governing body



The Headteacher and SENDCo is responsible for:

- The day to day management of all aspects of the school, including support for children with SEN and/or disabilities. They give responsibility to class teachers and TAs but is still responsible for ensuring that your child's needs are met.
- Co-ordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- They must also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Following a graduated response, appropriate to the needs of the individual



child

- Ensuring that parents are:

- involved in supporting their child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing
- a part of planning ahead for them

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapists, Occupational Therapists, Educational Psychologists.

- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's

progress and needs.

- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write 'My Plans', that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

How can I talk to them about my child if I need to?

You can contact the school SENDCo, by telephoning the school on 01761 434548 or by e-mailing at: bhamblin@stmaryswrithlington.co.uk

How does St Mary's C of E Primary School know if children need extra help?

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child's previous school or pre-school
- the child's progress and/or attainment is significantly below age-related expectations
- there is a significant or prolonged change in the child's behaviour
- a child asks for help

If your child is not making expected progress or if there is another indicator of concern the school will invite a discussion with parents/carers. Discussion will usually be around:

- any concerns you may have
- any further interventions or referrals to outside professionals to support your child's learning
- how we can work together to support your child at home and at school

Sometimes a child may need some short-term help if there is a change in circumstances, for example, a bereavement or a family breakdown. Please talk to your child's class teacher, the SENDCo, or the Headteacher. At St Mary's

C of E Primary, Miss Hamblin is the SENDCo (currently covering for Mrs Dart, who is currently on Maternity leave). Your concerns will always be taken seriously - your views on your child's development and progress are always valuable.

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

Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEND, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily.

Regular meetings also provide opportunities for parents/carers to discuss the curriculum with the class teacher.

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

Activities and school trips are available to all students. Some financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access to activities where payment is needed. Children in receipt of Pupil Premium only pay 50% of the cost of trips.

For all activities out of school, a risk assessment is carried out and procedures, or reasonable adjustments, are put in place to enable all students to participate. If it is considered that additional 1.1 support is required to support a student, on the grounds of disability, needs or safety, an additional staff member may be asked to accompany a student during the activity/trip. Some children may need an individual risk assessment.

If, on the basis of the risk assessment, it is considered that a student poses a health and safety risk to themselves or others which cannot be reasonably managed, it may not be possible for a student to access a trip. The head

teacher will take this decision, balancing carefully the school's responsibilities to provide reasonable adjustments and fair access alongside health and safety needs.

Where a professional makes a recommendation, parents will be supported to identify services.

How will St Mary's C of E School staff support my child?

All children have individual needs. Children in school with SEND will get support that is specific to their individual needs. This may all be provided by the class teacher or may include:

- other staff in the school
- collaboration with staff from dual placements where applicable
- staff who may visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Support Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SLIP) Service or Occupational Therapists (OT)
- an assessment by an Educational Psychologist or other specialists
- working in 1:1 or small groups on a specific programme of work e.g. numeracy skills, literacy skills, nurture groups etc
- providing special equipment/resources as required to support your child's learning and development

The class teacher (sometimes with the SENDCo) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENDCo.

Regular reviews of a child's progress are discussed at My Plan meetings. These will usually follow the format of the graduated response. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to

make new plans and adjust the provision as necessary.

If a specialist professional works with your child, there may be recommendations that are made, which may include:

- changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- support to set targets which will include their specific professional expertise

How will I know how well my child is doing?

In addition to the usual school reporting processes, class teachers are happy to discuss how well your child is doing; these discussions do not need to be limited to the regular Support Plan meetings. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements.

All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.



What specialist services can the school access?

We have access to a very wide range of specialist services as follows:

Autism Outreach Service

CAMHS

Counselling Services

Educational Psychologists

Occupational Therapists

School Nursing Team, Paediatricians and GPs

Social Care teams

Child Protection Officers

Speech and Language Inclusion Partnership

Children Missing Education Officers

Sensory Support Services

Physiotherapy

Parent Partnership

Play therapist

Emotional Health and wellbeing support

Ups and Downs

Norton Radstock SEN Network

What support will there be for my child's wellbeing?

The school offers a range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussions with the class teacher or the SENDCo, regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific resource to support the child.

Sometimes the school will get support from elsewhere e.g the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or an organisation like 'Off the Record'.

For some children, it may be appropriate for an EHAP (Early Help Assessment and Plan) to be used to support the wellbeing of a child and their family. An EHAP essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family.

For children with medical or sensory needs, the school can access the disability team as well as the Physical and Sensory team. This may lead to the assessment or support of, for example, a disability nurse or an occupational therapist.

What training opportunities are there for staff supporting children with SEND?

It is the Headteacher or SENCO's role to support class teachers in planning for children with SEND and provide in-house training where possible and necessary. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children

including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as those with ASD or dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How accessible is the school environment?

We will always do our best to meet individual need, and make reasonable adjustments, and we are always happy to discuss individual access requirements. We have toilet and changing facilities adapted for disabled users. As part of the annual review of school premises carried out by the LA, accessibility issues are always considered in light of any individual need.



How will St Mary's C of E Primary School support my child's transition to and from school?

Induction for all Early Years children usually takes place in Term 6, and includes visits to school, and an induction meeting for parents. The Reception teacher/TA also visit pre-school settings to observe children and discuss their early years progress with pre-school staff. If your child joins the school in Reception, there may be transition funding available to support your child to settle into school.

For children who transfer in-year, Trust procedures are followed (the policy is available on the school and Trust website). Conversations with parents and your child's previous setting will inform the best way to settle children at St Mary's; the transition into school is based on each individual's needs.

For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENDCos are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible. Secondary staff are invited to any EHCP reviews or relevant meetings prior to transfer so that

they are fully informed.

We ensure that all relevant professionals are involved in supporting the transition process. For example, support from the ASD service for those who would benefit to enable a smooth transition.

How will St Mary's C of E Primary School allocate resources to support my child's needs?

The school budget includes money for supporting children with SEND, referred to as the 'notional SEND budget'. The school's Senior Leadership Team, in conjunction with the School Business Manager, decide on the allocation of the total budget for special educational needs in consultation with the school governors.

The Senior Leadership Team discuss all the information they have about SEND in the school to decide the level of resources, training and support required. SEND funding is usually allocated to employ staff and outside specialists and to purchase resources and equipment.

Where a student has significant needs that the school feels it is unable to meet within the available school budget, a request for a Statutory Assessment may be made to the LA for the pupil. This may lead to the implementation of an Education, Health and Care Plan (EHCP), leading to recommendations for provision, further support, additional funding, or transfer to specialist provision. Parents can also request that the LA carry out an assessment for an EHCP.

How is the decision made about what type and how much support my child will receive?

All schools have a notional SEND budget, which is used to support all pupils with identified SEND. Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase of support and/or resources.

Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support.

The local authority SEND team make the final decision over additional funding allocation for pupils with EHCPs.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable schools to allocate resources/support for the child.

How can I be involved in discussions about and planning for my child?

All parents are encouraged to contribute to their child's education. This happens through:

- Discussions with the class teacher - either formally at Support Plan meetings and parent/teacher consultations, or informally at the end of the day, for example. These discussions are really important - not least so that we know about your child in the home setting, and we can tell you about how your child is managing/progressing in school.

- Discussions with other professionals e.g. the SENDCo, Speech & Language Therapist, Educational Psychologist. Information from outside professionals are shared with you (either verbally or written reports or both).

This may also happen through other means e.g. a home/school communication book, or TAC (Team Around the Child) or TAF (Team around the family) meetings.

Who can I contact for further information?

If you wish to discuss any aspect of your child's education, please contact:

- Your child's class teacher
- The SENDCo
- Headteacher
- The SEND governor