

## SEND INFORMATION REPORT FOR ST. MARGARET'S CofE PRIMARY SCHOOL



At St. Margaret's Church of England Primary School we seek to develop wisdom, encourage aspiration and promote dignity and acceptance enabling our respectful children to live a life giving back to the community.

John 10:10: 'Live life in all its fullness.'

**A**spiration

**W**isdom

**E**ndurance

Approved by the governing body on:	<a href="#">Autumn 2024</a>
Shared with stakeholders on:	<a href="#">Autumn 2024</a>
Next review:	<a href="#">Autumn 2025</a>

## SPECIAL EDUCATIONAL NEEDS Information Report

### St Margaret's C of E Primary School

Local authorities are required to set out and publish a 'local offer'.

This explains how they will work with parents, local schools and colleges, as well as other services such as Health and Wellbeing Boards. This will encourage a more joined-up process when delivering services for children with Special Educational Needs. It will also make the system less stressful for families by giving parents more information about the services and expertise available locally, and increasing their choice.

#### **Vision statement:**

At St. Margaret's Church of England Primary School we seek to develop wisdom, encourage aspiration and promote dignity and acceptance enabling our respectful children to live a life giving back to the community.

John 10:10: 'Live life in all its fullness.'

#### Our values

**A**spiration  
**W**isdom  
**E**ndurance

Aspiration – to want to achieve something very much

Wisdom – wise attitudes, beliefs and actions

Endurance – the ability to go on through pain or hardship

#### **What kind of Special Educational Needs [SEN] are provided for?**

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.
- Special educational needs and provision can be considered as falling under four broad areas:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and / or physical needs

## **How will children with Special Educational Needs be identified and what sorts of assessments will be completed?**

- Baseline tests including reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking / gut instinct
- Parent information concerns
- Tracking progress through intervention groups where applicable
- Data analysis, standards meetings
- Phonics screening
- Speech and language screen
- Early Years baseline
- Phonological awareness assessment
- Literacy assessments
- Maths assessments
- Ordinarily Available inclusive Teaching Framework and Targeted Support Framework
- Pre-school assessments and liaisons between settings
- Assessments from therapists e.g. speech and language
- If children come into school with an Education, Health and Care Plan (EHCP)/ Person centred planning (One Planning) already in place
- Transition between schools

## **Who is responsible for the Special Educational Needs provision in school?**

- The SENCo is Mrs Anika Allen, she is responsible for the co-ordination of the provision throughout the school and can be contacted in the first instance via the school office, [Tel: 01787 237354](tel:01787237354) or [admin@st-margaretscofe.essex.sch.uk](mailto:admin@st-margaretscofe.essex.sch.uk)
- The governor responsible for SEN is Mrs Victoria Meadows
- The Emotional First Aider is Mrs Sharon Dare and can be contacted via the school office

## **What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?**

- *Formal*
  - One Planning meetings at least termly
  - Parent consultation meetings
  - Termly review meetings
  - Parent views
  - Annual reviews for children with an EHCP

- *Informal*
  - Discussion at the door/on the gate
  - Messages in communication books
  - Dojo Messages
  - Invite parents in to meet with outside agencies
  - Phone calls
  - E-mails

**What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?**

- One Page Profiles
- My views document
- Conversation with teacher / learning support assistant [LSA] / Higher Level Teaching Assistant [HLTA] / Special Educational Needs Co-ordinator [SENCO]
- Progress reviews
- Pupil Questionnaires/perception interviews
- One Planning meetings/ preparation

All of the above are conducted in a way that is appropriate to the age and needs of the pupil.

**What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?**

To assess how well our children respond to the support they are receiving, we use a variety of methods such as:

- Progress reviews/One Planning meetings
- Range of assessments in school and by outside agencies or specialists
- Pupil views
- Parent views
- Pupil progress meetings
- Observations
- Person Centred Approach- One Planning Tools
- Boxall profiles/ emotional support impact measure
- Baseline assessments for particular interventions
- TAF meetings

## **What arrangements are there for supporting children and young people in moving between phases of education?**

- *Pre-school to EYFS*
  - Team around the Family[TAF] meetings
  - Welcome meetings and booklet
  - Tea and chat
  - School tours
  - Transition visits/ from nursery staff and pupil to school and school staff to nursery
  - Transition programme
  - Photo books
  - Liaison with pre-school SENCo including exchanging of written information
  - Additional transition visits if required
  
- *EYFS to Key Stage 1 (if a change of teacher/staff is involved)*
  - Transition programme
  - Welcome meetings to set out expectations
  - Move round days
  - Key Stage 1 teachers to visit Foundation children
  - Joint moderation and hand over meeting
  - Photo books
  
- *Key Stage 1 – Key Stage 2*
  - As above plus:
  - Transition programme
  - Transition visits
  - Liaison with SENCO
  
- *Key Stage 2 – Key Stage 3*
  - As above plus
  - Extra visits to secondary schools
  - Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child including open evenings
  - Support for parents when visiting secondary schools
  - Secondary SENCo to have contact with children in primary school
  - Year 5/6 annual reviews/ One Planning with secondary Staff invited
  - Taster days in year 5 and transition days in year 6

- *Moving between schools*
  - Liaison between the SENCos and outside agencies
  - Paperwork to be forwarded as soon as possible
  - If children are from out of county EHC plan to be re-written into the Essex Format
  - Meeting with the parent and child
  - Visit to school which may be supported

### **What is the approach to teaching children and young people with Special Educational Needs?**

We recognise that 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' [Code of Practice; June 2014: 6.36] This includes Quality first Teaching but in addition may also include:

- A referral form completed and given to the SENCo
- A graduated approach linked to assess, plan, do, review (SEND Code of Practice)
- Placement on the SEN Support register
- Receipt of an Education, Health and Care Plan
- Provision which is 'additional to and different from'
- Relevant research based intervention programmes linked with the Ordinarily Available Frameworks
- 1:1 support as school decides is appropriate, in consultation with parents
- Response to advice received from specialist outside agencies e.g. Educational Psychologist, speech and Language Therapists

### **How are adaptations are made to the curriculum and the learning environment of children and young people with Special Educational Needs?**

- Reasonable changes and adaptations may be made to the physical environment such as
  - Ramps and handrails to make the site accessible
  - Toilets adapted for disabled users
  - Double doors in some parts of the building
  - High marking – making the edge of steps more visible

In addition where required:

- Visual timetables
- All advice taken from outside agencies
- Specialist resources
- Adjusted Playtime provision
- Parents recommendations

- Brain breaks and quiet spaces, use of the nurture room and reflection garden
- Additional adult support
- Please see the following documents:
  - Equality Scheme policy
  - SEN Policy

**What expertise and training of staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?**

- All staff have received some training relating to SEN including TPP, Autism Spectrum disorder, Social, emotional and mental health training. Specific medical training where required, SENCo update meetings and specific training

Specialist expert advice is also secured from a range of professionals, including but not limited to:

- Educational psychologist advice
- Speech and language therapist advice
- Occupational therapist advice
- Physiotherapist's advice
- Advice from Child and Adolescent mental health service
- School nurse
- Essex Inclusion partners
- Engagement Facilitator's
- All staff will receive specialist training when required and available

**How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?**

- ASP- Analyse School Performance System
- Fischer Family Trust [FFT]
- Data analysis
- End of key stage/year statements
- Intervention reviews
- Annual Reviews / Person Centred Reviews
- Parent Views
- Child's views
- Teacher reports
- Ofsted
- Annual school reports
- Entry and Exit forms or data from interventions where applicable

- EYFS Outcomes
- Attendance/exclusion data
- If appropriate progress has been made, children may be removed from the SEN register

**How are children and young people with Special Educational Needs enabled to engage in activities available with children and young people in the school who do not have Special Educational Needs?**

It is imperative that any child with additional needs, no matter what, feel included within the school community and can take advantage of the opportunities offered to all children, albeit with some adaptations, if necessary. Apart from general inclusion in activities within school and the curriculum, sometimes aided by adult or peer support, pupils are encouraged to attend after-school clubs and take part in educational visits, including residential trips. Additional support or adaptation may also be necessary to enable participation, such as:

- Social skills groups
- Circle time groups
- School residential
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum
- Life skills practise
- Enrichment activities

**What support is there for improving emotional and social development?**

Emotional and social development is essential for our overall health and wellbeing. When our children are socially and emotionally well, they can realise their abilities, cope with the normal stresses of life, work productively and contribute to their community. As a result, we fully recognise the need to support children in this area by using a range of strategies and support systems, such as:

- Circle time groups
- Pupil surveys
- Enrichment days
- School council
- Well-being mentor
- Worry boxes
- Social and Emotional Aspects of Learning
- Christian Youth Organisation [CYO]
- Personal, Social, Health Education [PSHE]
- E-safety
- Bullying policy



- Lego Group
- Trauma Perspective Practice (TPP)
- Circle of Friends
- St Helena Hospice for bereavement
- Emotional First aider support
- Access to the GROW project
- Access to local church ministers
- Gym trail
- Smart Thinking Programme
- Play therapy via outside agencies

**How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?**

- Invites to Team Around the Child / Team Around the Family meetings
- Open door policy
- Referrals as appropriate to:
  - General Practitioner [GP]
  - Paediatrician
  - Child and Adolescent Mental Health (CAMHS)
  - Speech And Language Therapist [SALT]
  - Social Care
  - Educational Psychologist [EP]
  - Essex Inclusion Partners
- Family Support to include signposting to:
  - Family in Focus
  - Family Solutions
  - Kids Inspire
  - Parent support groups where possible
  - IS Essex
  - Essex Dyslexia Support
  - And various other local support groups
  - Please see the Local Authority Offer for details

**What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?**

- Please refer to the school's complaints policy

## **Summary**

- All of the information here applies to children with special educational needs, including those who are looked after by the local authority.
- At any time according to need, a combination of any of the above strategies may be in place.
- This information should be read alongside the SEN policy for St Margaret's school
- This information should be read alongside the information provided by the local authority which can be found at <https://send.essex.gov.uk/>