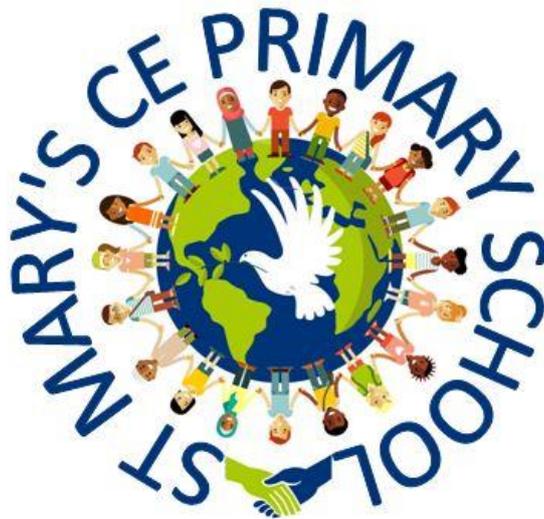


St Mary's CE Primary School



SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

INFORMATION REPORT 2019-20

St Marys CE Primary School SEND Information Report

How was the SEND Information Report developed?

The SEND Information Report was created by the school's SENCO, SLT, SEND Governor and in liaison with all staff and parents of pupils with SEND. It fulfils legislative requirements set out in the SEND code of Practice (2014).

What is meant by Special Educational Needs and Disabilities (SEND)?

A child has a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational needs and provision are considered as falling under the following four broad areas of need:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Children can have difficulties in one or more areas of speech and language.	Children with learning difficulties learn at a slower rate than other children	Difficulties in their social and emotional development which require additional and different provision to achieve.	These pupils may have a medical or genetic condition which may lead to difficulties.

How do we identify SEND pupils?

Our school currently provides for a range of needs including:

- Communication and interaction, for example: autism spectrum disorder, speech and language difficulties
- Cognition and learning
- Social, mental and emotional health for example: attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical for example hearing impairments, processing difficulties, moderate leaning difficulties

These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to decide on the most appropriate support for the child and not to fit a child into a category. At St Mary's we identify the needs of pupils by considering the needs of the whole child and they will be supported personally, emotionally or socially as well as focusing on academic achievement.

Behaviour is not considered to be a category of Special Educational Need. As a school we investigate the underlying response or communication of a need within a child. The class teacher will work closely with the SENCo and Senior Leadership Team to identify triggers for this behaviour and put the required support in place.

We believe that a child's needs should be identified and met as early as possible. The Assess, Plan, Do, Review process as outlined in the New Code of Practice 2014 is used to identify if a child has a Special Educational Need. The views of the parents and the child themselves are an integral part of this process.

When children are identified as having a Special Educational Need or Disability they will be added to the school SEND register and their specific areas for support outlined using the categories of need defined in the SEND Code of Practice, 2014.

The progress of all children and vulnerable groups of pupils are monitored through the school's assessment and tracking systems. This information is discussed regularly at Pupil Progress Meetings. Where necessary, even if the child does not yet have an identified SEND, additional support will be put in place to support pupils, following the same Assess, Plan, Do, Review process.

Other factors which do not involve a Special Educational Need (SEN) may also impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Having English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child.
- Being a child of Serviceman/woman

What is meant by a Graduated Approach to support for SEND pupils?

Our school has a graduated approach to the management of children with SEND. We recognise that all teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. Teaching staff will make provision within the

classroom for children who require additional support. A high standard of quality first teaching is a right of all pupils and this is monitored by the senior leadership team. To further support this the school ensures:

- consistent routines and systems across the whole school;
- regular assessment of children's progress and setting 'next steps' in learning;
- groups changed to reflect children's learning needs for each lesson
- There is a structured classroom environment to support learning.

The school follows the assess, plan, do process for the identification and support of pupils who have special educational needs. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The views of both parents and pupils are important in this process. The process uses a graduated approach to the identification of SEND.

Each teacher has a record of the children in their class currently identified as having SEND. We recognise all teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. The SENCo and SLT work with teachers to provide high quality teaching that is differentiated for individual children as the first step in responding to children who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes observation of lessons, reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered. The school follows the Assess, Plan, Do, Review process for the identification and support of children who have Special Educational Needs. This is an **ongoing cycle** to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

STAGE 1: Well-differentiated, quality first teaching

All learners will have support and provision from:

- high quality first teaching
- a broad and balanced curriculum within an inclusive classroom

- personalised learning targets
- attention paid to different learning styles
- carefully planned differentiation, including practical, visual, concrete resources
- modelling by adults within the classroom
- curriculum assessment of progress to support target setting for children
- assessment for learning and constructive feedback

This is monitored, assessed and recorded by:

- differentiated planning and outcomes
- Children aware of learning targets
- Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team
- Assessment for Learning systems used to identify strengths/gaps

STAGE 2: Early intervention support

In addition to stage 1, learners will have support and provision from:

- support within class through small groups and individual support (e.g. cut away, workshops)
- differentiation of the curriculum to meet individual learning needs
- tools and resources to support access

This is monitored, assessed and recorded by:

- differentiated planning and outcomes
- pupil aware of learning targets
- reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team
- assessment for Learning systems used to identify strengths/gaps

STAGE 3: Targeted, additional support

In addition to stages 1 and 2, learners will have support and provision from:

- investigation of strengths and needs
- early intervention and personalised provision
- inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment
- targeted support within class through small groups and working individually with an adult
- additional group or individual programmes
- evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly.
- differentiation of the curriculum to individual learning needs e.g. alternative methods of recording

- tools and resources to support access

This is monitored, assessed and recorded by:

- SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes)
- Differentiated planning and outcomes
- Children aware of learning targets
- Reviewed at Pupil Progress meetings with SENCo
- Assessment for Learning systems used to identify strengths/gaps
- Intervention records completed weekly to record progress

STAGE 4: Targeted, intensive additional support (identified on the SEND register)

In addition to stages 1 -3, learners will have support and provision from:

- multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS.
- personalised support, working on an individualised curriculum
- high levels of adult support and modelling to enable access to the curriculum
- personalised resources e.g. work station if appropriate
- inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention
- Individual Education Plan reviewed at least termly
- identified on school provision map, reviewed at least termly
- access to an adapted environment if appropriate
- individual modifications to the curriculum

This is monitored, assessed and recorded by:

- Pupil Passport
- Individual Education Plan with at least termly review
- IEP Progress Forms
- progress meeting with SENCo
- SENCo monitoring provision
- intervention identified on whole school provision map

At stage 4 an EHCP request can be submitted if it is deemed the individual child is accessing provision above what is over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.

An EHCP request can also be considered if the strategies employed at this level do not result in an improvement in the child's learning, then a statutory assessment may be requested. If a child has lifelong or significant difficulties they may undergo an Education Health Care plan process which is usually requested by the school but this can be requested by a parent. This

will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi- agency approach to assessing that need, to planning provision and identifying resources, is required.

STAGE 5: EHCP (provision above what is over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.)

In addition to stages 1 -4, learners will have support and provision from:

- Education, Health and Care Plan (EHCP) reviewed annually (Annual Review)
- Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS.
- Personalised support, working on an individualised curriculum
- High levels of adult support and modelling to enable access to the curriculum
- Personalised resources e.g. work station if appropriate
- Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention
- Individual Education Plan reviewed at least termly
- Identified on school provision map, reviewed at least termly
- Access to an adapted environment if appropriate
- Individual modifications to the curriculum

This is monitored, assessed and recorded by:

- Annual Review Meeting
- Annual Review Report
- Pupil Passport
- Individual Education Plan reviewed at least termly
- IEP Progress Forms
- Termly progress meeting with SENCo
- Intervention identified on whole school provision map

See **Appendix** for Graduated Approach table

How are parents involved in their child's provision?

At St Mary's Individual Education Plans and Pupil Passports to set targets for children with SEND. We use these targets to monitor progress.

At St Marys we work in partnership with parents. If we have any concerns regarding your child's progress we will contact you and discuss these with you. We value your input and will keep you informed about decisions we make regarding additional support. We will keep you updated about your child's progress at parents evening.

If a parent has a concern about their child they would need to in the first instance contact their class teacher

If a parent requires further support then please contact: Mrs Leanne Scott (SENCo)

We communicate with parents in a variety of ways including: termly parent evening meetings, informal meetings with parents and Home-school contact books.

The Southampton Special Educational Needs and Disability (SEND) Information Advice and Support Service (IASS) aims to empower children and young people with special educational needs/disabilities and their parents/carers to make informed decisions about education, health and social care. If you require further support or information please contact SENDIAS on 0300 303 2677.

Children discuss their targets with their class teacher on their Pupil Passport and Individual Education Plan. Additionally, children who have an EHCP are given the opportunity to talk about their achievements and express their views at their Annual Review.

How do we listen to pupils views?

The views of pupils about their provision is incredibly important to use and we listen and value their views in a variety of way for example: IEPs, Pupil Passport, School Council, Annual Reviews etc.

How is the progress of my child assessed and reviewed?

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 teacher's assessment 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 this is 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.

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

Assess

In identifying a child as needing SEND support the class teacher working with the SENCo and the child's parents, will carry out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need.

As a result of this assessment interventions and support will be planned.

If the child does not respond to the intervention and support and if after further assessment there is still cause for concern the child is placed on the SEND Register as SEND support and will have a personalised learning plan or SEND support plan. It is the responsibility of the class teacher to carry out the support and intervention set down in the SEND support plan. They will for the most part, be carried out by the school, in the classroom, using additional adult support and resources.

If after an agreed time scale there are still concerns over progress and attainment, alternative interventions will be put into place and if needed outside agency involvement will be sought after discussion and agreement from parents.

Plan

Where it is decided to provide SEN support and having formally notified the parents, the teacher and the SENCo should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. All teachers and staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies and approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the child and provided by teachers and assistants with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the parents. This should feed back into the analysis of the child's needs. The class teacher, working with the SENCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent.

The progress of our children will be assessed and reviewed through:

- the school's assessment records for tracking the progress of all pupils

- evaluation of progress with class teacher and SLT at Termly Pupil Progress Meetings
- evaluation meetings/surgeries with the SENCo to discuss the interventions or support put in place
- half termly evaluation to discuss children with an Education Health and Care Plans and how they are meeting their individual targets
- annual reviews of Education Health and Care Plans to evaluate the targets and the provision of each individual child

How is my child supported when moving class or moving schools?

When moving classes to the next year in school the current class teacher will meet with the new class teacher. They will discuss the pupils needs and provision. The new class teacher can meet parents to support the transition process. Social stories are also used to support the child when moving to their new teacher and a transition day is put into place for the child to meet their new teacher. Extra transition will be carefully planned if this is needed.

The year 6 teachers and the SENCo will make contact with the relevant secondary schools and share the needs of the children before they start. Additional visits may be needed to help with the transition to secondary school.

If your child has significant additional needs you may feel that a special school placement may be more appropriate. You will be asked by the local authority to select your preferred secondary school. When your child is in year 5 we will discuss secondary school placements with you in their annual review.

What is the schools approach to teaching pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

We will also provide the following interventions:

- Rapid reader
- Rapid writing
- Extra phonics, reading, writing and maths boosters focused on the skill the child needs to improve on
- Daily 1:1 readers
- Teacher's Assessment for Learning process
- Speech and Language programmes using targets advised from their Speech and Language Therapist
- Gross motor interventions

- Fine motor interventions
- Reactive boosters

How will the curriculum and learning environment be adapted to meet the needs of pupils with SEND?

Pupils with SEND are taught alongside their peers within the classroom and receive a broad and balance curriculum. However, the following adaptations made be made to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example: by grouping children, 1:1 work, teaching style, content of the lesson, etc...
- Using recommended aids such as laptops, coloured overlays, visual timetables, now, then and next boards, larger font, task boards, variety of practical resources for maths, etc...
- Differentiating our teaching for example, giving longer processing times, pre-teaching of key vocabulary, over learning key skills, reading instructions aloud, repeating instructions, using the flashback technique to consolidate and introduce new learning of sounds and words, etc...
- Our classrooms are also adapted to meet the needs of pupils with SEND for example: seating, location to the interactive whiteboard, lighting and sound levels.
- The school budget is allocated to ensure that resources and equipment are available for pupils with SEND including: additional support from Teaching Assistants where appropriate.

How are pupils with SEND engaged in all learning activities?

All children are given the same opportunities in school and there are not barriers to children with SEND enjoying the same activities as others in our school. We may need to put provision in place to support the activities such as using school resources, asking parents to assist with trips where there is an unfamiliar environment or change to the structure of their day,

- All of our extra-curricular activities and school visits are available to all children, including our before and after school clubs
- All children are encouraged to go on trips and residential trips
- All children are encourage to take part in sports day, school plays, special workshops
- No children are ever excluded from taking in part of activities because of their SEND

How does the school ensure staff are trained in SEND?

The school promotes regular in-service training for all staff to learn about the most recent strategies, developments, requirements and legislation. All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school improvement plan and annual schedule of continuous professional development.

Specific training needs will be identified and met through the performance management process.

The school has a coaching programme for staff. Staff will be supported in accelerating the progress of vulnerable learners through coaching plans where necessary.

Specialist advice and expertise in relation to assessment and support of individual children will be commissioned by the school, accessing, as far as possible, services available as part of the Local Offer.

For example:

- Educational Psychology Service
- Speech and Language Service
- Southampton Advisory Outreach Service
- School nurse
- Specialist Teacher of the Deaf
- Jigsaw Social Workers
- CAMHS

Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements.

How is provision for SEND monitored and evaluated?

Provision is monitored in the following ways:

- through termly pupil progress meetings held by SLT
- IEP checks
- Work sampling
- Lesson observations
- Data drops
- Early Identification of Concern meetings
- Half-termly SEND governor meetings

Who do I speak to if I have a complaint?

We aim to maintain a close working partnership with parents and carers and, if parents are concerned about any aspect of their child's education, they are encouraged to approach their child's class teacher in the first instance and then the key stage leader and/or SENCo. If the matter is still unresolved then the Head teacher. We will try to address any concerns you have immediately so please do this at the earliest opportunity. Concerns will always be listened to, and we will work with you to agree the best way to support your child.

LOCAL OFFER

Further information about the local authorities Local Offer can be found at <http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>

Appendix:

Graduated response to support and intervention for pupils with Additional Needs

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> • High quality first teaching • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles • Carefully planned differentiation, including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting for pupils • Assessment for learning and constructive feedback See Inclusive Teaching Checklist	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	Class Teacher
2	Early intervention support (Not on SEN Register)	In addition to Stage 1: <ul style="list-style-type: none"> • Support within class through small groups and individual support (e.g. cut away, workshops) • Differentiation of the curriculum to meet individual learning needs • Tools and resources to support access See Inclusive Teaching Checklist	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	Class Teacher SLT

3	<p>Targeted, additional support</p> <p>(Not on SEN Register)</p> <p>(Teacher referral)</p>	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> Investigation of strengths and needs Early intervention and personalised provision Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment Targeted support within class through small groups and working individually with an adult Additional group or individual programmes Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly. Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording Tools and resources to support access 	<ul style="list-style-type: none"> SENCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes) Differentiated planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress meetings with SENCo Assessment for Learning systems used to identify strengths/gaps Intervention records completed weekly to record progress 	<p>Class Teacher SLT SENCo</p>
4	<p>Targeted, intensive additional support</p> <p>(SEN register)</p>	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS. Personalised support, working on an individualised curriculum High levels of adult support and modelling to enable access to the curriculum Personalised resources e.g. work station if appropriate Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention Individual Education Plan reviewed at least termly Identified on school provision map, reviewed at least termly Access to an adapted environment if appropriate Individual modifications to the curriculum 	<ul style="list-style-type: none"> Pupil Passport Individual Education Plan with at least termly review IEP Progress Forms Progress meeting with SENCo SENCo monitoring provision Intervention identified on whole school provision map. 	<p>Class Teacher SENCo</p>
	<p>Request for a Statutory Assessment</p>	<ul style="list-style-type: none"> As above 		

5	<p>Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.</p> <p>(SEND register – EHCP or application)</p>	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS. • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Annual Review Meeting • Annual Review Report • Pupil Passport • Individual Education Plan reviewed at least termly • IEP Progress Forms • Termly progress meeting with SENCo • Intervention identified on whole school provision map. 	Class Teacher SENCo
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