

## Appendix A

### St Mary's C of E VC Primary School



### SEN Information Report

#### **1. The kinds of special educational needs for which provision is made at the school**

St Mary's C of E VC Primary School is a mainstream primary school. We value the abilities and achievements of all our pupils and are committed to "Nurturing Success" in every child. We believe that the key to meeting the needs of each individual child, including those who may have special educational needs and disabilities (SEND), is that teachers and support staff work together with pupils, parents/carers and outside agencies. As a Church of England primary school, everything we do is underpinned by our Christian values.

#### **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

Early identification of pupils with SEND is a priority. The school follows the graduated approach of assess, plan, do and review to inform assessment and identification of pupils with SEND. This approach involves parents/carers at all possible stages of the process.

If a child has not yet started at St Mary's, discussions with parents/carers and with the pupil's pre-school or current school will inform consideration of whether a pupil may have SEND and a plan for transition into school and early review/assessment within the first term agreed. If a child already has an EHC Plan this will be followed and used to inform preparations for the child starting St Mary's.

Once a child is a pupil at St Mary's, his or her progress will be assessed regularly and support strategies put in place as required. Parents/carers are kept informed through the parent/carer consultation process and through additional contact as necessary. Parents/carers are encouraged to raise any concerns they have about their child's learning by contacting the class teacher in the first instance. Formal progress review meetings take place at least once a term between every class teacher and one of the school's senior leaders, during which concerns about any individual child's learning can be raised. If concerns continue, and parents/carers are in agreement, the school's Special Educational Needs Coordinator (SENCO)/ Assistant Headteacher- Inclusion can support class teachers in formulating a specific plan for a child, which will be reviewed at the end of a given time period and next steps agreed. At this point, or at a mutually agreed point in the future, parents/carers and school staff can agree that a child has identified SEND and will benefit from provision at SEN Support level or EHC Plan level. A formal Termly Support Plan will be prepared in partnership with parents/carers.

The school uses a range of assessment tools to gauge pupil progress for all children, including those with SEND, on a daily, weekly or termly basis. To help identify specific attainment and needs, recourse may be had to a test that provides a standardised score or a referral may be made to the school's SEN consultant who is able to administer specific tests including those which assist in the identification of

dyslexia or specific processing or memory difficulties. The school also works in partnership with other agencies, that are able to assist in the identification of specific needs, for example Educational Psychologist service or Speech and Language Therapist service, and can assist parents/carers in establishing contact with relevant agencies as necessary. School will be led by parents/carers in all instances and will seek consent before any referrals are made or screeners carried out.

### **3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—**

#### **(a) how the school evaluates the effectiveness of its provision for such pupils;**

The school evaluates the effectiveness of its provision by:

- Tracking the progress made by a pupil from starting points at the beginning of EYFS/Key Stage/year or term to the present time. Specific assessments relevant to the child's individual needs may supplement whole school assessment measures and data is collected in a variety of ways, including through observations, drop-ins and work scrutiny.
- Tracking the progress made by a pupil towards targets identified on his or her termly Individual Education Plan. Progress can be measured in a range of ways, for example evaluating a pupil's progress in working independently, demonstrating good behaviour for learning, or ability to recall and apply skills in a range of different contexts.
- Discussing the progress made by a pupil with parents/carers.
- Comparing the progress and attainment of pupils with SEND against national data
- Comparing the progress of pupils with SEND against the progress of pupils who do not have SEND within school.
- The SEN governors meet with the Assistant Headteacher (Inclusion) once a term to evaluate the effectiveness of provision.
- The governing body's Progress and Achievement Committee evaluates data for pupils with SEND alongside other school data

#### **(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

At St Mary's, we measure children's progress in learning against national age-related expectations. School may also use the Engagement Model where appropriate to assess children with significant additional needs. The achievement of all pupils, including those with SEND is assessed and tracked regularly. Parents/carers of a child with SEND are notified of his or her progress against Termly Support Plan targets once a term and are involved in the termly review of these, alongside a review of strengths, areas of need and the setting of new targets for the next term. At this point parents/carers are able to agree with the school how they too are able to support their child to achieve the targets. The progress of all groups of pupils, including those with SEND is scrutinised by the at least termly meetings of the Governors' Progress and Achievement Committee, whose members include the SEN governors and the Chair of Governors.

#### **(c) the school's approach to teaching pupils with special educational needs;**

At St Mary's, every teacher is a teacher of children with SEND. Whilst the Headteacher and Assistant Headteacher (Inclusion) oversee support and progress for all children with SEND across the school, class teachers are responsible for providing work, support materials and appropriate strategies to meet the child's needs during lessons. Teaching strategies may also include:

- Working in class in a small group with an adult.
- Following a specific intervention programme in class or outside the class in a small group or individually. The intervention will be led by an adult but could also involve periods of independent work for example through following a computer based programme.
- A child with significant and complex needs with an EHC Plan may make use of a mixture of adult led group sessions, in class support, individual support and some time working on his or her own with peers to develop particular skills.

**(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;**

All class teachers, supported by the Assistant Headteacher (Inclusion), aim to differentiate work, provide support materials and incorporate appropriate strategies in the classroom to ensure they meet the child's needs. Parents/carers are valuable contributors to the process of identifying what works well for an individual. Continuous assessment and review of provision for an individual informs planning and delivery of the curriculum for a child with SEND.

Adaptations will vary for individuals, but may from time to time include:

- Multi-sensory and engaging approaches suited to an individual's needs and strengths.
- Additional adult support in a small group for classwork.
- Additional adult support on an individual basis for classwork.
- Use of specific intervention programmes in class or outside the class in a small group or individually.
- Use of specific strategies, resources and equipment to enable the child to access the learning. For example access to a coloured gel overlay for a child experiencing visual stress; quiet working areas for a child with sensory issues or a writing slope for a child experiencing particular difficulties with fine motor skills.

**(e) Additional support for learning that is available to pupils with special educational needs;**

Decisions about the type and extent of additional support a child with SEND receives are made as part of the graduated approach; the assess, review, plan and do process where progress and support plans are reviewed and revised on a termly basis. Parents/carers are involved in this process. In addition to quality first teaching, a child may be identified as likely to benefit from extra support which may include the following:

- Participation in group or individual intervention programmes. For example. to address needs in the areas of English, maths, speech language and communication, physical or social and emotional health. These interventions are planned and run by teams of class teachers and teaching assistants, where appropriate with advice from external agencies.
- Support from an additional adult during particular learning activities.
- Reasonable adjustments are made to help children with SEND learn. For example, some pupils may use special equipment such as writing slopes, pop up screens or coloured overlays.
- Where appropriate, pupils who are preparing for and taking statutory tests are supported with access arrangements for tests. For example additional time, rest breaks or scribes.

Support is allocated by the headteacher on a needs basis and having regard to resources available during a financial year. Teaching assistants are allocated across year groups and their presence in a class may enable the teacher or the teaching assistant to work with children with SEND in that year group for a period of time.

***(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;***

At St Mary's, every child, has the opportunity to join in with educational visits, including the Year 6 residential if parents/carers wish. If appropriate, class teachers will consult parents/carers to agree reasonable adjustments and adaptations to enable each child to participate or to agree alternative ways of learning if this is what a parent/carer wishes.

All children are encouraged to attend any of the extra-curricular clubs which interest them and which run at St Mary's at various points in the day; before school, during lunchtime or after school. Club leaders will again consult parents/carers/carer to agree reasonable adjustments or adaptations if these are appropriate.

Every day, children may attend the Breakfast Club and/or After School Club. If a child with SEND has particular needs at social times, including playtimes, additional support may be arranged.

**(g) support that is available for improving the emotional and social development of pupils with special educational needs.**

At St Mary's, we have a strong ethos of pastoral care for all of our children, including those children who have SEND. Children's emotional and social wellbeing is given priority by all staff because we understand that children will find it difficult to learn, progress and achieve their full potential if they are worried or are experiencing difficulties on social or emotional level at school or in other parts of their life. Staff value contributions made and support given by parents/carers if concerns arise. All children are able to contribute their thoughts and feelings through 'feelings boxes' in classrooms and through participating in Class and School Councils. There are opportunities for spiritual feelings to be nurtured through daily worship and the pupils who act on the Worship Committee.

All children follow a structured PSHE (Personal, Social, Health and Emotional) education programme and there are regular opportunities for them to participate in learning about the school's commitment to anti-bullying. Children with SEND can be more vulnerable to bullying than other groups and this is reflected in the school's Anti-bullying Policy. E safety and cyber bullying is also regularly revisited and addressed at an age appropriate level. Safeguarding and Child Protection is the responsibility of the Assistant Headteacher-Inclusion (who is also the SENDCo) to ensure the needs of children with SEND are met when these issues arise. A multi-agency approach which involves external education and health agencies is often used when complex issues arise.

If a child with SEND has identified social or emotional needs, he or she can be supported in a variety of ways. For example:

- Attending additional individual or group sessions
- Taking part in a series of planned ELSA support sessions
- Participating in social communication groups sometimes referred to as Circle of Friends or Friendship Group. These may be run by a team which may include the SENDCo, outside agencies (speech and language therapy service or Educational Psychologist) and teaching assistants.
- Accessing an identified 'quiet / clam place' when appropriate and later having the opportunity to discuss feelings.
- Having a Termly Support Plan (or Individual Pastoral Support Plan if there is a risk of exclusion in the future) and accessing the support outlined on it.
- Being supported in school by workers from outside agencies such as Youth and Family Support

The needs of children with medical conditions are met through the procedures outlined in the Supporting Children with Medical Conditions Policy, and this will include the creation of an Individual Health Care Plan, which can cover the administration of medicine and provision of personal care.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.**

Chris Frankish

Assistant Headteacher (Inclusion) and SENDCo

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## **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

Staff training and support is led by the Assistant Headteacher (Inclusion) and SENDCo who will work towards the government's new NPQ SENDCo qualification within three years of being appointed to the post. The current SENDCo has been awarded the NPQSL (National Professional Qualification for Senior Leadership) and he continues to attend selected courses and conferences.

Class teachers and support staff, including midday supervisors, receive regular updates and training through the weekly staff meetings for teachers, weekly year group meetings or additional training and support sessions as required. Representatives from the agencies listed below also provide personalised training and support on a needs basis.

Specialist services are provided on the basis of need as identified by school staff in partnership with the child and his or her parents/carers and as assessed by the agency. Previously the following agencies have provided services in training and supporting staff:-

- East Riding of Yorkshire Council
- ERYC Education and Inclusion Service including:-
  - Educational Psychologist
  - Inclusion Practitioner
  - Social Emotional Mental Health Support Team
  - SaPTS
- NHS including:-
  - School nurse
  - Speech and Language Therapy Services
  - Occupational Health Services
  - Physiotherapy Services
  - CAMHS

## **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school is accessible to users with limited mobility. There is a disabled parking bay in the school car park. The school is on one level. There is disabled and wheelchair access and toilet facilities have been adapted to enable use by wheelchair users. A medical room is also available should assistance with personal care be required. In close liaison with relevant agencies, equipment is provided for children with particular needs to improve access to learning. This could include equipment to aid independence of access around school, aids to independent communication or other aids to overcome barriers to learning.

Before and after school provision is accessible to all children including those with SEND apart from when it may pose a risk to the safety of the child or others. Children with SEND are encouraged to attend extra-curricular activities, residential visits and day visits, which are organised to ensure that they are accessible to all.

**7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

All parents/carers, including parents/carers of children with SEND, are invited to attend parent/carer consultation meetings in the Autumn and Spring terms and the Open Evening in the Summer Term where their child's learning and progress can be discussed. All parents/carers are encouraged to contact their child's class teacher whenever they have any questions or information to share relating to their child's health, wellbeing and/or learning.

In addition, parents/carers of children with SEND are consulted as part of the plan, do, assess and review cycle at the heart of the TSP process which takes place every term. Parents/carers of children with an EHC Plan will also be consulted and invited to attend the annual review for their child. Whenever specialist agencies are involved in advising the school on meeting a child's needs, parents/carers are consulted and informed and sometimes information is shared through further meetings, which may take place in school.

Parents/carers are welcome at any time to make an appointment to speak to their child's class teacher. Appointments to speak with the Assistant Headteacher- Inclusion can also be made through the school office or their email address. All can provide signposting to other agencies and sources of support.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Children with SEND are involved in reviewing their progress and identifying where they would like to improve every term. They are assisted (where needed) to complete their Pupil Profile. Where a pupil has difficulty in communicating their wishes and feelings, advice is sought from specialist agencies to assist in this process and to ensure that the pupil's voice is heard.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.**

If parents/carers are unsure about any of the support or provision being made for their child, they should please make an appointment to discuss this with their child's class teacher or the Assistant Headteacher or Headteacher. If parents/carers feel their concern is not resolved through this process, they should please refer to our Complaints Policy and Procedure which can be found on the school website.

**10. How the governing body involves other bodies, including health and social services bodies, 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.**

In order to meet the individual needs of a child, advice is sought from the relevant member of staff or external support services listed in Section 5 above.

### **11. The contact details of support services for the parents/carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32 of the Children and Families Act 2014.**

The first point of contact if a parent/carer wishes to discuss something about their child is always the class teacher and appointments to meet, or have a telephone conversation, can be made via the school office. The class teacher and/or parent may then decide that it would be helpful to involve the Assistant Headteacher (Inclusion), who is also the SENDCo, in further discussions. In addition, if a parent/carer is considering whether a child should join the school, appointments can be made with the Assistant Headteacher (Inclusion).

In addition, the school can provide contact details for a range of external agencies including:-

- School Nurse
- Education Inclusion Service (SEN section, Educational Psychologists and Social Emotional Mental Health Support Team)
- Speech and Language Therapy Service (SALT)
- SaPTS
- East Riding Safeguarding Children's Board and Children's Social Care
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Welfare Officer
- East Riding of Yorkshire Council's Families' Information Services Hub (FISH)
- General support services at the East Riding Of Yorkshire Council
- SENDIASS

### **12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

If a parent/carer is considering whether his or her child with SEND should transfer to St Mary's, it is important that an initial visit to meet us takes place so that it is possible to see our school and experience our school atmosphere. If the decision is made to go ahead with a transfer, it is important that everyone works together to ensure a smooth transition. This could include working together (parents/carers, existing educational settings and our school staff) to plan ahead and prepare effectively, arrange introductory visits and provide information to share at home prior to starting so that the new pupil feels ready and confident to begin learning in a new environment.

If a pupil is preparing to leave our school for secondary school, we work closely with the new setting and can arrange extra visits for the student if it is felt that this would be helpful. We also liaise closely with staff in the receiving school to ensure all relevant information and paperwork is passed on and all needs/strengths are discussed and understood. If a pupil has an EHC Plan the SENDCo from the receiving school will be invited to the year 6 Annual Review.

If a child is moving within the school, there is close liaison between class teachers and support staff in the two year groups to ensure continuity of effective support and adaptations to improve support as required and as resources allow.

### **13. Information on where the local authority's local offer is published.**

Details of the East Riding's Local Offer can be found on the dedicated website

[www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)

Details of our school's Local Offer and this SEN Information Report can be found on the school's website <http://www.stmaryscofe-beverley.org.uk> under the SEN and disability section.

