



St Mary's CE Primary Academy

SEND Information Report

September 2020

Types of SEND provided for:

A wide range of pupil needs are met by staff at the school. These include Specific Learning Difficulties (SpLD), Speech, Language and Communication Needs (SLCN), Autistic Spectrum (ASD), Behavioural, Emotional and Social Difficulties (BESD), Physical Difficulties (PD), Hearing Impairment (HI) and Vision Impairment (VI). Pupils may have needs that overlap two or more areas.

For further support in identifying and meeting the needs of pupils with SEND, see Appendix 1.

Identification of Needs:

Class teachers are responsible, with support from the SENDCo and SLT, in identifying an individual's needs. Following initial monitoring and discussion with parents/carers, a Pupil Concern document is completed which leads to a classroom observation and then a meeting is arranged with parents and pupils to discuss their needs and concerns. Appropriate strategies and interventions are put into place to support the pupil.

See Pupil Concern Document.

Arrangements to consult with Parents:

Staff and parents have regular contact to discuss pupil needs, in addition to termly Parents Evenings. Individual Support Plans (ISP) are reviewed each term with parents and pupils (age appropriate) and new plans are written.

Arrangements for consulting Young People and involving them:

This is ongoing: pupils are fully involved in creating their own One Page Profiles which show provisions and strategies that help them to achieve. Pupil Voice Questionnaires are used for EHC Plan reviews. Pupils are encouraged to understand what their needs are, and how they can best be supported in their learning.

Supporting pupils during transition periods:

Pre-entry/EYFS: school staff visit pre-settings to meet pupils and there is close liaison with parents and additional visits are arranged if deemed necessary to support individuals. Home visits are arranged for all. Phased timetables are used, if deemed necessary, to support a successful transition into school.

End of year transition: Individual needs are discussed with new class teachers during the last half term of the year. Additional information may also be provided by the SENDCo. Individual Support plans are passed onto new class teachers and interventions continue into the new school year, to the first review in October. Additional liaison is arranged if deemed necessary to aid transition, in addition to the whole class transfer day which occurs at the end of the summer term, where pupils

spend time with their new teachers. Additional resources, like visual booklets, can also be provided to ensure pupil's needs are met during transition times.

Year 6: Visits are arranged to meet new staff and familiarise themselves with new settings. These can be with parents, or accompanied with school staff. Regular liaison with parents and settings take place and additional visits arranged if necessary. Individual Support Plans are reviewed and shared with the next setting, to summarise and identify specific pupil needs, and strengths, which will support pupil progress.

Supply cover for classes: Each class has their information sheet, which identifies specific needs to new/supply staff – these include all forms of SEND and Medical needs as well as arrangements for meeting/greeting and at the end of the day. Details of specific home/school liaison are also included. These are given to any staff who take the class in addition to the class teacher.

School approach towards pupils with SEND:

There is a fully inclusive approach to pupils with SEND. All systems are shared with all staff, to ensure consistency and clarity. Governor monitoring/accountability reports to governing body following visits and involvement.

Expertise and Training of staff:

SENDCo provides regular CPD to teaching and support staff. There is a whole school approach to SEND (blue files). Training is planned and delivered based upon pupil needs, whole school priorities and staff development. This may be 1:1 coaching, attendance on external courses, internal training (in addition to staff meetings) with school staff or other professionals. A staff skills audit has been created to establish a baseline, from which professional development is organised. Yearly initiatives have been introduced (2016/17: Talking Success, 2017/18 Attachment Awareness, 2019/20 Switched On reading!). The Assistant Principal also provides training for Literacy and Numeracy which focuses upon small group work and targeted interventions.

Evaluating the Effectiveness of provisions:

A baseline is established for new provisions. Each term, provisions are reviewed by class teachers and this information is used to create new plans. Interventions are developed using the Graduated Response cycle (assess, plan do, review). The SENDCo evaluates the effectiveness of provisions across the school, including value for money. Provisions are adapted accordingly. This also enables good practice to be shared across the school. All reports are shared with the Governing Body, who are actively involved in this process.

Procedures to ensure SEND pupils are fully included and have equal opportunities:

All pupils are encouraged to attend clubs, activities, and take full part in all curriculum areas. Some clubs specifically target pupils, to meet their needs: eg, fit and fun club, breakfast club. Additional access arrangements may be identified for specific pupils based upon their needs.

Pastoral support for improving social and emotional development:

Pastoral support within the school is growing. Whole School Training (Solihull Approach, Boxall Profiling, Attachment Awareness, TAMHS work, Keys to Happiness) and staff development has focussed on pastoral support, eg: Protective Behaviours. We have a Family Support Worker, who works very closely with the SENDCo to ensure pupil welfare is supported effectively. We also have a Learning Mentor who delivers individual or small group targeted work. Our Learning Mentor a trained ELSA (Emotional Literacy Support Assistant). Regular Pastoral meetings take place with the

Head Teacher, SENDCo, Family Support Worker and the Learning Mentor to ensure that provisions are continually meeting pupil needs.

Involvement of other bodies (health and social care, LA support services, Voluntary sector organisations) to support pupils and their families:

Our Family Support Worker (FSW) has good links with all social care services. Educational Psychology services are commissioned each year, signposting and advising staff or further support, as well as other appropriate services as and when required: eg, Physical Difficulties team, Hearing Impairment Team, Speech, Language and Communication Team, Target Autism. The FSW is EHA trained, so has thorough experience of Integrated Working Procedures.

Northamptonshire Local Offer

Northamptonshire county council offers a range of services for children and young people (aged 0-25) with special educational needs and disabilities. For further information about these, please visit:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Complaints

We aim to meet the needs of all pupils with SEND in a supportive and transparent way. We encourage parents to discuss needs with class teachers initially and then with the SENDCo. Unfortunately, parents may not be happy with arrangements. If this is the case, please refer to the School Complaints Policy (found in the policy section of this site).

Additional Support for Parents

Information, Advice and Support Service aims to promote good working relationships between children, young people, parents, education settings and the LA, whilst seeking to empower them to play an active and informed role in their child's education.

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Appendix 1: Identifying SEND

Pupil Concern Document – see below

See link: [Can there be a link to the attached document added here?](#)

Date of Meeting:

Attendees:

(Pupil involvement with discussion and parental support are key to successful intervention)

Outcomes and agreed actions:



St Mary's C of E Primary School

Initial Concern Checklist



Pupil:		Year Group:	Teacher:	Date of Request:
Area of concern:		Please outline your concerns:		
Any other relevant information <i>(For example: EAL, health conditions, attendance, etc)</i>		Outline what has been done to address/improve outcomes: <i>Include reference to SEND pathways used and strategies tried so far.</i>		
Recent assessment information : Reading: Writing: Numeracy: Reading Age: Spelling Age:		Observation notes: <i>(these can be attached)</i>		
Has the pupil expressed concerns? yes/no <i>Please include details of communication with pupil.</i>		Have parents expressed concerns? yes / no <i>Please include details of communication with parents.</i>		
Have support staff expressed concerns? yes / no <i>Please include details of communication with support staff.</i>		What do you hope the outcome of this meeting will be?		

