



St.Mary's CE Primary School

SEND Information Report

SENDCo: Mrs Sheila Buckley

	Questions	School Response
1	<p>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> • The progress of all pupils is monitored regularly by class teachers, through formal and informal assessments, the outcome of these is discussed with the senior leadership team and the SENDCo in termly pupil progress meetings so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. As well as tracking our pupils' progress in class groups, we also identify other groups such as children with Special Educational Needs or English as an Additional Language or those receiving Pupil Premium through our group tracking system. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our Special Educational Needs and Disability Coordinator (SENDCO). • If a child is identified as having SEN, the support will take a form of a cycle of assessing, planning, doing and reviewing. This is called a graduated response. • We have staff with specialist expertise in a range of special educational needs, and they are encouraged to share their knowledge with other members of staff.
2	<p>How will early years setting / school / college staff support my child/young person?</p>	<ul style="list-style-type: none"> • When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be invited to a meeting at the school with the SENDCO to draw up a plan of support. • This individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. All the intervention programmes we use are tried and tested and known to support children to support children to make increased progress. • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • If after interventions have been reviewed and the child is still making inadequate progress, it may be appropriate to consider whether an EHCP (Education Health Care Plan) is needed. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils

		<p>identified with SEND and they will receive a report from the SENDCO on the progress of pupils with SEND.</p> <ul style="list-style-type: none"> • The link governor for SEND is Brett Freeman. • If a child has medical needs then the school will seek the appropriate medical or specialist training to support the need of the child. • In the Early Years Foundation stage the staff will make continual observations of the children to inform the planning of lessons to meet the needs of all learners.
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary. They liaise closely with the SENDCO to ensure support provided is having the maximum impact. • All parents and children will be asked to complete a one page profile to personalise the learning for every pupil, taking into consideration any specific needs. • Children will at times work within ability groups or mixed ability depending on task. All children will have the opportunity to work with all ability range pupils. • All lessons are differentiated to meet the needs of all children. • High expectations are set for all pupils to ensure all pupils are making sufficient progress. • Each child is set their own individual targets which are available to reference in class. • Our teachers and support staff use Wave 1 provision to ensure a high quality learning environment for all of our pupils. • A broad and balanced curriculum is taught to every pupil, challenges set for every child at the appropriate level to ensure progress.
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • Parents/carers will be invited to a termly meeting to discuss the support that the school are providing and how they can help their child at home. • At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better – targets will be shared and an agreement made as to the level of support expected at both school and home. • Teachers are aware of children being tracked and if not achieving full potential in any area-regular pupil progress meetings are held to ensure children are on target. • SENDCO will carry out observations and meet with class teachers to discuss pupil progress and concerns. • Where more specialist expertise is used more frequent reviews of the child's progress will be arranged.

		<ul style="list-style-type: none"> • We run workshops for parents for example in maths which help families to understand how they can support their children. • Where necessary outside specialist teachers from Surrey are invited into school to assess and support pupils. We encourage parents to meet with outside agencies who are supporting their child. • Class teachers regularly assess and share progress with the learners, and discuss the next steps to progress in their learning.
5	What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> • All pupils are supported with their social and emotional development through the curriculum and at playtimes. • The school has a strong set of core values which are embedded and integral to the school's way of life, promoting positive social, moral, spiritual and cultural and emotional development. • Where necessary children will meet with home/school link worker to discuss worries or concerns. • Friendship groups are set up to support vulnerable children. • Our Behaviour Policy includes guidance on expectations, rewards and sanctions. Each class has a list of class rules which have been devised by the children. • Strong transition programme run by behaviour support to help Year 6. • Pupil voice- children have a say in what will best help them move forward. These maybe during assemblies, PSCE sessions and School Council meetings. • Peer Mediators are available at playtimes to help children sort out minor disputes. • The school has a Safeguarding policy where procedures and systems are rigorous and adhered to. • The school has a zero-tolerance attitude to bullying. The Behaviour code is understood by all the children and has a positive focus, however behaviour incidents are taken very seriously and followed up rigorously.
6	What specialist services and expertise are available at or accessed by the setting / school / college?	<p>The school SENDCo holds the Post Graduate Certificate in Special Needs. TA's are trained and have specialised in certain areas to best support children. School buys into behaviour support when and where necessary – e.g. transition for year 6. Referrals are made by SENDCo to SALT, EP, LLSS and OT when further support/advice and targets are needed. EYFS teaching assistants are ELKLAN trained.</p>
7	What training are the staff supporting children and young people with SEND had	<ul style="list-style-type: none"> • All Learning Support Assistants have had training on supporting literacy, numeracy and using effective questioning in the classroom. • CPD on Wave 1, 2 and 3 intervention.

	<p>or are having?</p>	<ul style="list-style-type: none"> • Cracking the code training planned Autumn 2016 • Training for SENDCo in 1st Class @ Number. • All Learning Support Assistants trained to bench mark children for reading, use Sandwell Maths assessment and Lucid Rapid for dyslexia. • Individual members of staff attend relevant training courses outside school and their expertise is then shared with other staff. • Training for SENDCo and Learning Support Assistant in Success @ Arithmetic. • Training for Maths Co-ordinator and Learning Support Assistant in SNAP on in maths. • Training for SENDCo on Reading Recovery. • Training for all Learning Support Staff on Learning to Learn. • Project XCode reading intervention for Literacy Co-ordinator and Learning Support Assistant. • ELKLAN speech and language training for Learning Support Assistants in Key Stage One. • Phonics training for all staff. • First Aid Training for all staff. • Child protection/safeguarding for all staff.
<p>8</p>	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • The school is an 'all inclusive school' and provides activities outside the classroom for all children. • All children are included in all school trips and are supported accordingly. • Any parent helpers attending are DBS checked. • Thorough risk assessments are carried out prior to any school trip. • All children are invited to take part in extracurricular activities and are supported where necessary. • Medical Conditions Policy will be followed for both inside and outside activities.
<p>9</p>	<p>How accessible is the setting / school / college environment?</p>	<ul style="list-style-type: none"> • There is a disabled toilet available in Mullard Building. • All equipment is labelled and accessible for all children. • Visual aids used where necessary, particularly for children with Speech and Language difficulties • Support, training and resources updated as necessary, e.g. epilepsy awareness training
<p>10</p>	<p>How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new</p>	<ul style="list-style-type: none"> • New learners are welcomed into our setting, through a range of means. Induction evenings are held for parents. Children attend six sessions prior to starting school. Reception class staff visit children in their homes, and pre-school settings prior to starting school. • SENDCo liaises closely with secondary school SENDCos to ensure smooth transition. • A specific programme set up with behaviour support helps support our more vulnerable

	<p>setting / school / college or the next stage of education and life?</p>	<p>children- this is not always necessarily SEN children.</p> <ul style="list-style-type: none"> • Parent induction sessions held with head teacher. • Transition meetings set up with SENDCos and Head of Year for specific children • Extra sessions now run by most secondary schools providing extra visits and support for children and parents. • All paper work form primary school sent on to new school. • Class teacher and SENDCo have follow up visit in the autumn term to ensure all children have settled in.
<p>11</p>	<p>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</p>	<ul style="list-style-type: none"> • SENDCo liaises closely with head teachers, governors and bursar to ensure funding is used appropriately and effectively linked to our school improvement plan. • There are specialist resources for specific needs.
<p>12</p>	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<ul style="list-style-type: none"> • All class teachers are expected to provide an inclusive environment which supports all learners (Wave 1 provision). • Pupil progress meetings with class teacher, Learning Support Assistants and leadership team. • Teachers discuss needs with parents and impact of additional support. • All children are baselined before any intervention begins and assessed at the end of intervention to calculate impact. • One page profiles were introduced for all children from September 2014 and parents are asked to update regularly. • A graduated response will be used to help record the child's progress. • Children are asked to give their views on what would help them in school.
<p>13</p>	<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<ul style="list-style-type: none"> • The school has an open door policy and has many ways for parents to make contact with all staff members. • Regular meetings are held to discuss pupil progress or informal meetings to discuss concerns or targets. • Parents sign home/school link agreement – work closely together to ensure all targets are met and provide support for parents to help their children at home. • We fund a Home/School Link Worker who is able to support parents in and outside school. • Parents contribute to one page profiles for their children. • Open classrooms and opportunities to see children's work. • Parent helpers, hear readers, attend school trips, parents sharing specialist talents, fundraising events, running a club, managing school library and celebration assemblies.

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Who can I contact for further information

- The first point of contact should be the class teacher.
- Further information can be received from the SENDCo or the Head Teacher.
- If you have any concerns contact the class teacher and where necessary they will set up a meeting with the SENDCo.
- The school SENDCo is Mrs Sheila Buckley and they can be contacted by either phone or email: 01428 683115, sbuckley@stmarys.goodshepherdtrust.org.uk
- Other support services and a copy of the local authority's Local Offer can be found on the SEND Local Offer website, www.surreysendlo.co.uk