



SEND Information Report 2021/2022

This document has been created based on the requirements set out in the Special Educational needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.2, 6.79 and 6.81 of the SEND Code of Practice.

SENDCo (Special Educational Needs and Disabilities Coordinator) Contact Information	Our school SENDCo: Christie Clark Email address: cclark@stmarys-godalming.surrey.sch.uk
What kinds of SEND do we provide for at St Mary's ?	St Mary's is an inclusive school which caters for all areas of SEND provision. This includes children who have challenges with: <ul style="list-style-type: none">- Social, Emotional and Mental Health (SEMH)- Communication and Interaction- Cognition and Learning Needs Sensory and Physical Impairments
How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs?	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.

	<ul style="list-style-type: none"> • 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.
<p>How can I speak to my child's class teacher?</p>	<p>Arrange a meeting face-to-face, contact the school office (admin2@stmarys-godalming.surrey.sch.uk) or message the class teacher directly on SeeSaw (our school communication app).</p>
<p>What are the arrangements for consulting parents of SEND and involving them in their child's education?</p>	<p>The school has an open-door policy and has many ways for parents to make contact with all staff members.</p> <ul style="list-style-type: none"> • As of September 2022, the school has invested in a new programme called, 'Provision Map'. This allows parents to see their child's individual targets/provision they are receiving and comment on progress made. • 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.

	<ul style="list-style-type: none"> • We fund a Home/School Link Worker who is able to support parents in and outside school. • Open classrooms and opportunities to see children's work. • Parent helpers hear readers (subject to Covid-19), attend school trips, parents sharing specialist talents, fundraising events, running clubs and are invited to celebration assemblies.
<p>What are the arrangements for consulting young people with SEND and involving them in their education?</p>	<p>Children develop strong relationships with the members of staff at St Mary's.</p> <p>They are invited to create individual, personalised pupil passports, which outlines the support they feel they need in order to access the curriculum at school.</p> <p>If meeting are had with parents, we invite the children to be part of meetings and listen to pupil voice.</p> <p>Pupil voice is a high priority of the school.</p>
<p>What are the arrangements for assessing and reviewing pupils' progress towards outcomes?</p>	<p>In September 2022, the school invested in a programme called 'Provision Mapping – Edukey'.</p> <p>This allows teachers to set SMART targets and track progress to reach overall outcomes.</p> <p>Children who are listed on the SEND register have termly reviews and children with EHCPs are reviewed every half term. This being said, teachers can review and add further targets at any point during the year.</p>
<p>What are the arrangements for supporting pupils moving between phases of education and preparing for adulthood?</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.

	<ul style="list-style-type: none"> • A specific programme set up with behaviour support helps support our more vulnerable children- this is not always necessarily SEND children. • Parent induction sessions can be 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>What is our approach to teaching pupils with SEND?</p>	<p>At our school we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our school is committed to anti-discriminatory practice to promote equality of opportunity and values diversity for all children and families. We aim to:</p> <ul style="list-style-type: none"> • Provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued; • Include and value the contribution of all families to our understanding of equality and diversity; • Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people; • Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;

- Make inclusion a thread that runs through all of the activities of the school.

How are adaptations made to the curriculum and learning environment of pupils with SEND?

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. Further to this:

- **All children 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.

<p>What additional support for learning is available for pupils with SEND?</p>	<p>Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others.</p>
<p>How is specialist expertise secured to help our children with SEND?</p>	<p>The SENDCo has undertaken the National Award for Special Needs Coordination (NASENC) post-graduate degree at the University of Chichester.</p> <p>Referrals are made by the SENDCo to:</p> <ul style="list-style-type: none">- Speech and Language Therapists- Occupational Therapy- Education Psychologists- Children Well-Being Practitioners/Primary Mental Health Workers (CAMHs/Mindworks)- Specialist Teaching Inclusive Practice Team (STIPs) <p>As well as any other further support required for each individual child.</p>
<p>What equipment and facilities are there to support children and young people with SEND and how will it be secured?</p>	<p>At the beginning of each year, the Senior Leadership Team and School Business Manager have conversations with the SENDCo about the funding they think they will require for the following annum. This money will be used for equipment to support each child's individual needs.</p>

<p>How are pupils with SEND enabled to engage in activities in school with children who do not have SEND, such as school trips and extra-curricular activities?</p>	<p>The school is an 'all-inclusive school' and provides activities outside the classroom for all children.</p> <ul style="list-style-type: none">• 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>What support do we have in place to support emotional and social development? Including: pupil voice and prevention of bullying</p>	<p>All pupils are supported with their social and emotional development through the curriculum and at playtimes.</p> <ul style="list-style-type: none">• 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.• Our Home School Link Worker (HSLW) works with children and their families to support any issues in school/at home. Issues are communicated with class teacher effectively.• We have a fully-qualified Emotional Literacy Support Assistant (ELSA) who supports children with poor self-esteem, those who struggle regulating their emotions, struggle with social/friendship issues or anything which affects their day-to-day life.

	<ul style="list-style-type: none"> • 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. • Pupil voice- children have a say in what will best help them move forward. These maybe during assemblies, PSCHE 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.
<p>How does the school involve other bodies, such as:</p> <p>Health and Social Care</p> <p>Local Authority (LA) and other voluntary sector organisations in supporting pupils with SEND and their families?</p>	<p>Our Home School Link Worker and SENDCo have contacts for all key contacts across Surrey. Other support services and a copy of the local authority's Local Offer can be found on the SEND Local Offer website (link provided below).</p> <p style="text-align: center;">https://www.surreylocaloffer.org.uk/</p>

<p>What are the arrangements in place for handling complaints from parents of children with SEND about the provision made in school?</p>	<p>Our academy trust, The Good Shepherd Trust, has created a Complaints Policy which parents can access in the 'Key Information' section of our website if needed. Alternatively, parents can contact the class teacher, school office, SENDCo or Headteacher, using the contact details provided.</p>
<p>Contact details of support services for parents of pupils with SEND.</p>	<p>Here are just some of the useful links for parents of children with SEND. For more specific support groups, please contact the SENDCo:</p> <p>Surrey Local Offer: https://www.surreylocaloffer.org.uk/ your one stop shop for all services, groups etc that Surrey offer.</p> <p>Family Voice: Family Voice Surrey advocacy service for parents with Special Educational Needs Children. They often hold helpful webinars, fairs and conferences</p> <p>National Autistic Society: https://www.autism.org.uk/ They have a wealth of information about education and autism, general autism guidance and a SW Surrey group who can provide parent support</p> <p>There are also helplines:</p> <p>If you are struggling with behaviours or difficulties which could be related to a neurodevelopmental need, please consider using the "Out of Hours Advice line" run by SABP (Mindworks CAMHS) open from 5pm to 11pm, seven days a week. Please call 0300 222 5744.</p>

	<p>There are additional helplines below if you prefer:</p> <p>FamilyLine: Call 0808 800 5678 free if you need someone to talk to about parenting or personal issues. Open 9am-5pm weekdays, but you can request an evening call back.</p> <p>SOS!SEN – Statementing and SEN support</p> <p>Samaritans: Call 116 123 free, 24 hours a day, 365 days/year. There to listen.</p> <p>Parent Help:</p> <p>For your own wellbeing you can access free counselling or CBT through IAPT. You can self-refer to the service. If you have a Surrey GP you can access the surrey services, there are 4 companies to choose from, they're all much a muchness but you may want to look at websites or call them for wait times and locations.</p> <p>https://www.healthysurrey.org.uk/mental-wellbeing/adults/local-services/talking-therapies</p>
<p>Who should I contact in school if my child or I have concerns?</p>	<p>If you have concerns about your child, the first point of call should be your child's class teacher.</p> <p>A meeting with the SENDCo can be arranged if required.</p> <p>Alternatively, you can contact the SENDCo/Headteacher directly, using the email addresses provided at the top of this document.</p>

How do we support disabled pupils at St Mary's ?	
School accessibility plan	<p><i>Please see document entitled, 'School Accessibility Plan 22' on school website under 'SEND Provision'. This document is review on an annual basis.</i></p> <p>This document is available in various formats by contacting the school office.</p>

If you have any further questions regarding SEND provision **at St Mary's**, please do not hesitate to contact the school directly for further information.