



St. Mary's Church of England (VA) Primary School

SEN Information Report

Appendix 1 to SEND policy

October 2024

This SEN Information Report is a Statutory Requirement as part of the Special Educational Needs Code of Practice 2014. Its primary purpose is to inform parents and carers of resources and information available for children who have, or may have needs in school which are different to those of their peers.

Our SEND Information Report has been coproduced during a working party group involving the staff, parents and governors of St Mary's Church of England Primary School. This report has been updated in light of the Green Paper entitled SEND Review: Right support, Right place, Right time (May 2023) and be further updated once this review has been given Royal Assent.

At St. Mary's we provide for a broad range of SEN needs which fall within the four broad areas of need (as identified in the SEN Code of Practice, 2014):

- **Communication and Interaction** – Examples of conditions which affect C&I are speech and language difficulties and Autism;
- **Cognition and Learning** – Examples of conditions which affect C&L are Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and those with Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia;
- **Social, Mental and Emotional Health** – For example children and young people with Attention Deficit Disorder, Attention Deficit Hyperactive disorder (ADHD) and Attachment Disorder;
- **Sensory and/or Physical needs** - For example children and young people with Vision Impairment (VI), Hearing Impairment (HI) and Multi-Sensory Impairment (MSI).

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

- If you have any concerns regarding your child's learning and/or development then the first course of action is to speak to your child's class teacher
- Children's progress is monitored routinely as part of the school's termly pupil progress meetings.
- When recognising those children who are making less than expected progress given their age and individual circumstances, the following characteristics of progress are investigated:
 - ✓ When it is significantly slower than that of their peers starting from the same baseline;
 - ✓ If it fails to match or better the child's previous rate of progress;
 - ✓ If it fails to close the attainment gap between the child and their peers; or
 - ✓ If it widens the attainment gap.

If it is felt that there is a concern, then a **'Pupil Identification Record'** is completed. At this stage, a meeting will take place between parents, the class teacher and the SENCo/ Inclusion Manager.

2. How will school staff support my child?

At St. Mary's we deliver Quality First Teaching (QFT). Through understanding that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing appropriate support for children
- planning multi-sensory experiences;
- planning for children's full participation in all areas of learning;
- helping children to manage their behaviour; and
- helping children to manage and regulate their emotions.

We ensure that:

- class work is differentiated through the use of 'challenges' and 'adapted tasks';
- all children are inclusively educated with their peers most of the time, unless this is detrimental to the support they could receive elsewhere;
- teaching and resources are adapted within the classroom;
- if additional support is identified as necessary, children take part in targeted interventions;
- provision, targets and outcomes are discussed at Pupil Progress Meetings by staff and termly meetings with parents;
- class-based Teaching Assistant's work alongside the class teacher to support children individually or in a small group;
- all adults work together to ensure a consistent approach to teaching and learning; and
- referrals to gain advice and training from outside agencies are submitted, when we feel the child requires further support, beyond what the school has already put in place.

3. How will I know how my child is doing?

How your child is doing is an ongoing conversation between parents, carers and school staff. Formal opportunities are available for parents to talk to their child's class teacher twice a year with a short consultation. A written report is sent home in July.

For a child who has been assessed as needing additional support, we follow a cycle of 'assess, plan, do, review'. There will be termly meetings for children receiving additional provision. These involve the SENCo/ Inclusion Manager, class teacher, parents and child (if appropriate). At these meetings we will complete either a **'Pupil Identification Record'** or a **'Pupil Passport'**, where we review the child's progress over the preceding term and discuss the planned provision for the term ahead. Targets are agreed for the subsequent term. Regard is given to the advice given from external professionals and from the parents and child.

4. How will the learning and development provision be matched to my child's needs?

All teaching staff work towards 'Quality First Teaching' which ensures that provision is made in each lesson for meeting the diverse needs of all learners. On a daily basis, teachers assess the learning of all pupils and adjust their subsequent teaching accordingly. Children's needs are met by careful adaptations, the resources provided, layout of the classroom, visual support, use of ICT, support from adults, pre-teaching of vocabulary and concepts, and where appropriate specialist equipment may be offered to a pupil.

5. What support will there be for my child's overall wellbeing?

At St. Mary's overall wellbeing is central to our vision, mission and ethos. We have many opportunities to celebrate children's achievements including a weekly celebration assembly, School Council, Ethos Council, Sports Council, rewards for showing the half termly school value, achievement and progress certificates, class assemblies, key stage productions and music performances where children of all abilities are given the opportunity to take on key roles. We take every opportunity to expose children to a broad range of life experiences as we can from focus weeks, sports events to life changing school trips. We attend termly services at the local church and the Vicar comes in to take an act of collective worship on a weekly basis.

We ensure the children feel safe by having strong, clear routines, consistent rules and expectations adhered to by all adults in the school. Pupil voice is essential to all decision making. School exclusions are rarely administered and only ever as a last resort. We follow the 'Hertfordshire Steps' Therapeutic behaviour model. We have a number of Paediatric First Aiders on site with named staff on call at all times to deal with first aid matters; all staff have Epi pen training and are trained in basic first aid. All adults in school have a clear understanding of their responsibility overseeing any Child Protection issues in the school and the whole staff receive annual Child Protection training. Over the coming academic year we will be developing more pastoral support by putting into place the following systems: Peer Mediators/Wellbeing Ambassadors (Older children in Yr.6 are trained to help deal with low level playground issues and promote the '5 Ways to Wellbeing' themes), and Protective Behaviours (children know who are key adults in their lives and who they can turn to for support).

6. What training have the staff, supporting children and young people with SEND, had or are having?

All teaching and learning staff in the school support children with SEND. We believe strongly in an inclusive education and ensure that all children have access to all opportunities in school. We have a team of good and outstanding teachers who continually work together to improve their teaching practice. The Senior Leadership Team are committed to all staff continually developing their Professional Development both in and out of the school. Training over the past two years has included: Mental Health Lead Training, Working Memory, Supporting SpLD, Steps, First Aid, Trauma & Attachment, Child Protection, Prevent, Health and Safety Training and E-safety.

7. What specialist services and expertise are available at or accessed by the school?

- Educational Psychology Service (pending);
- Local Authority SEN Officer (pending);

- Specialist Advisory Teachers e.g. autism;
- Colnbrook Outreach Service (MLD);
- SpLD Outreach Service (in consultation for recommissioning);
- Chessbrook (Emotional and behaviour difficulties SEMH);
- Speech and Language Services (SALT);
- School nurse
- CAMHS;
- Paediatricians

Best practice locally is shared through networks such as the Headteacher Consortium and local SENCo forum meetings.

8. How will you help me to support my child's learning?

You are your child's first educator and are central to their education. We value your knowledge and expertise about your child and believe that we are here to support not only your child but your family.

In Reception we will encourage you to talk to your child, reading to them daily and give them rich experiences of the outdoors such as visiting parks, and developing personal and social skills. From Year 1 onwards we will ask that you read to and hear your child read daily and participate in home learning activities. We hold regular meetings and class based showcase events, to show you how we are teaching your children. We also provide a link to the DSPL 9 Parents and Families Newsletter, as well as other useful links to various sources, detailing ways parents can support their children. These links are located in our school weekly newsletter and on our school website.

9. How will I be involved in discussions about and planning for my child's education?

There will be termly planning meetings for children receiving SEND provision. These involve the SENCo/ Inclusion Manager, class teacher and any external professional involved with the child, as appropriate. At these meetings we will review the child's progress over the preceding term, and plan provision for the term ahead. Targets are then agreed and documented on the child's **Pupil Passport**. The voice of the child and parent is paramount in these meetings.

Parents are invited to maintain open communication with school staff through a home-school book (where necessary). Parents can influence the direction of the school by liaising with the class parent rep who brings up issues and feedback to the Parent Forum, which meets half-termly with the Senior Leadership Team and parent governor. We have an open door policy with the Headteacher, and the SENCo/ Inclusion Manager holds termly coffee mornings where they are available to discuss any issues parents may have.

10. How will my child be included in activities outside the classroom including school trips?

All reasonable adjustments will be made in order that your child is given the opportunity to participate in activities outside the classroom including school trips. Where necessary a risk assessment will be carried out and discussed with the parents.

11. How accessible is the school environment?

The school is accessible to all. We have accessible routes to all classrooms and offices. There is a disabled toilet in the Reception and main building. Teachers use highly visible approaches to teaching and learning. We have a range of areas where adults can work or support children with specific needs, such as the Rainbow Room and 'break out' areas, where intervention, counselling and therapy can be carried out. The school's Accessibility and Equalities policies, are published on the website: www.stmarys698.herts.sch.uk

12. Who can I contact for further information?

The school office is always open throughout the day and office staffs are pleased to direct enquiries to the appropriate member of staff. The Headteacher is available every morning and afternoon to talk to parents and the Inclusion Manager is available to offer advice and support on Mondays and Fridays before and after school. The school's complaint policy is published on the website: www.stmarys698.herts.sch.uk

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

St Mary's School will help prepare and support your child through their transition stages by liaising with their previous school or their next school and by sharing information in line with statutory requirements from the SEN Code of Practice, 2014. Within school stages, we will prepare your child by familiarising him/her with their new classroom, teacher and teaching assistant. Photographs may also help and if appropriate a transition book will be made.

We work closely with other EYFS settings when receiving children into our EYFS. We make home visits (where necessary) and see children in their current setting, talk to staff and parents. When Year Six children transition to secondary school, the teacher and Inclusion Manager liaise closely with the receiving school and sometimes attend visits to the school with the pupil if the parent wishes. Additional visits are arranged with the receiving school so pupils with additional needs have reduced anxiety and improved familiarisation. We share information with the next school ensuring the school is well equipped to meet your child's needs.

14. How are the school's resources allocated and matched to children's special educational needs?

Pupil progress meetings and SEND support reviews lead the planning for the allocation of the school's resources, so that children's needs are central to this decision making. The leadership team report to governors on a termly basis on the allocation of resources.

15. How is the decision made about how much support my child will receive?

Support is carefully matched to children's needs and can be given through adjustments to the curriculum, intervention groups, one to one or small group work, or specialist resources. These decisions are made through careful assessment, analysis of pupils' progress, SEND support discussions through the termly SEND reviews. It is our aim to develop the independence of all pupils and no child will receive full time support from the same adult. Some children with exceptional needs receive specific funding for specialist equipment or support that cannot be supplied through what is normally available in school.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability

Hertfordshire County Council's Local Offer can be accessed on line at

www.localoffer@hertfordshire.gov.uk

Additional Information.

Special Educational Needs provision complaints

If your complaint is about the way the School has been delivering the provision set out in Section F of your child's Education, Health and Care Plan (EHCP), you may complain further to the Local Authority that maintains your child's EHCP.

If the EHCP is maintained by Hertfordshire County Council, you may complain further by setting out the detail of your complaint and sending it to:

Customer Service Team – Complaints

Postal Point: CHO118

Resources Department

County Hall

Hertford

SG13 8DF

Email: cs.complaints@hertfordshire.gov.uk

Name of SENCo: Mrs Jane Budd

Telephone Number: 01923 776529

Email address: senco@stmarys698.herts.sch.uk

Glossary:

Anaphylaxis	An extreme and severe allergic reaction.
Annual Review	A review of the EHC Plan which needs to be carried out on a yearly basis.
Autism	A condition that affects social interaction, communication, interests and behaviour. Also known as Autistic Spectrum Disorder or Condition (ASD/ASC)
Attention Deficit (and Hyperactivity) Disorder	A group of behaviour symptoms that include inattentiveness, hyperactivity and impulsiveness.
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offers assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.

Children's Centre	Children's Centres offer all families with children under five a range of services, information and support in their local community including: home visiting, family drop-ins, parenting support, information about your child's health needs, training courses to improve your life skills or help you back into work and help finding specialist groups and services.
Early Help Module (EHM)	A form to coordinate all the agencies working with a family with problems.
Disability	A physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities as defined by the 2010 Equality Act.
Dyscalculia	Difficulty in acquiring maths skills.
Dyslexia	Difficulty in learning how to read, write and spell when making progress in other areas. A range of other areas can be affected including concentration, organisational skills, comprehension and handwriting.
Early Years Foundation Stage	Children who are aged 0-5.
Early Years Foundation Stage Profile (EYFSP)	An assessment of each child at the end of the Reception year in areas surrounding Communication and Language, Physical Development, Personal, Social and Emotional development, Literacy, Maths, Understanding the World, Expressive Arts and Design.
Educational Psychologist	A psychologist concerned with helping children or young people who are experiencing problems within an EDUCATIONAL setting with the aim of enhancing their provision.
Education, Health and Care Plan (EHC Plan)	A single plan that includes all of a child's assessed needs from Education, Health and Social Care. It sets the desired outcomes for the child and the particular arrangements and provision required to deliver those outcomes.
Families First Assessment (FFA)	A coordinated approach for families requiring additional support.
Family Support Worker (FSW)	FSWs provide emotional and practical help and advice to families that are having short or long term difficulties.
Individual Speech and Language Plans	Working document which records short term targets and strategies set by a SLT (Speech and Language Therapist) for individual training.
Key Stage 1 (KS1)	Year one and two (children aged 5-7)
Key Stage 2 (KS2)	Years three, four, five and six. (Children aged 8-11).
Moderate Learning Difficulties (MLD)	Children with moderate learning difficulties will have attainment significantly below expected levels in most areas of the curriculum despite appropriate interventions.
Occupational Therapist (OT)	The primary goal is to enable people to participate in the activities of everyday life.
Play Therapist	This refers to a method of psychotherapy with children in which a therapist uses a child's fantasies and the symbolic meaning of their play as a medium of understanding and communication with the child.
Physiotherapy	The evaluation, maintenance and restoration of physical function.
Protective Behaviours	A safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullies or threatened and explores practical ways to keep safe.

Quality First Teaching	Inclusive classroom practice which includes high demands for pupil involvement and engagement with their learning, high levels of interaction for all pupils, appropriate use of questioning, modelling and explaining on the part of the teacher and regular use of encouragement and authentic praise to engage and motivate children.
Senior Leadership Team (SLT)	Headteacher, Deputy Headteacher, and other key personnel who are responsible for the day to day running of the school.
Specific Learning Difficulties (SpLD)	A group of conditions that seem to be caused by variations in the way the brain develops leading some individuals exhibiting an unusual way of perceiving the world and processing information. The most common SpLD's are: dyslexia, dyspraxia, dyscalculia, ADHD and Autism
Speech and Language Therapist. (SLT)	Children are referred to the school's link SLT. If there is an issue, the SLT will set targets for school staff to work on.
Team around the Family (TAF)	The TAF brings together parents and practitioners, regardless of agency boundaries, into a small individualised team for each family member who has been identified as having additional needs.