



St. Mary's CofE Primary School SEND Information Report



School Policy and Procedure																												
Parent/Carer Questions	Key Information			Links to SEND Code of Practice (2015)																								
What kinds of SEND do pupils in the school have?	- St. Mary’s CofE Primary School is a mainstream primary school with children taught in single year classes. - The school caters for a range of SEND needs; including Communication & Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical & Sensory Needs. ‘Pupils love to learn. They show enthusiasm in lessons. Pupils with special educational needs and/or disabilities (SEND) thrive.’ (Ofsted, 2023)			The kinds of special educational needs for which provision is made at school																								
How do you know if a pupil needs extra help?	- Teachers track pupil progress each term. These are completed using a range of information from teacher assessments to formal testing. Concerns about pupil progress are raised by the class teacher to SLT including the SENDCo. - In discussion with the class teacher the SENDCo and other staff may use a range of assessments/ screening tools to identify areas of need. - Children are considered to have a SEND if they have been identified as working below ARE and are struggling to make good levels of progress and/or children who have a need in one or more of the four areas of need. - At St. Mary’s CofE Primary School we use the following screening tools and assessments:			Information about the school’s policies for identification and assessment of pupils with special educational needs																								
	<table><tr><td><u>Communication & Interaction</u></td><td><u>Cognition & Learning</u></td><td><u>Social, Emotional & Mental Health</u></td><td><u>Sensory & Physical</u></td></tr><tr><td></td><td>★ HAST-2 Spelling</td><td></td><td></td></tr><tr><td></td><td>★ GL Assessment Single Word Reading Test</td><td></td><td></td></tr><tr><td>★ Language Link</td><td>★ GL Assessment - York Assessment of Reading Comprehension</td><td>★ SEMH Trackers</td><td>★ Sensory Sensitivities Checklist</td></tr><tr><td>★ Speech Link</td><td></td><td>★ SDQ</td><td></td></tr><tr><td>★ Universally Speaking</td><td>★ Subject Baselines</td><td></td><td></td></tr><tr><td></td><td>★ Phonic Assessments</td><td></td><td></td></tr></table>	<u>Communication & Interaction</u>	<u>Cognition & Learning</u>		<u>Social, Emotional & Mental Health</u>	<u>Sensory & Physical</u>		★ HAST-2 Spelling				★ GL Assessment Single Word Reading Test			★ Language Link	★ GL Assessment - York Assessment of Reading Comprehension	★ SEMH Trackers	★ Sensory Sensitivities Checklist	★ Speech Link		★ SDQ		★ Universally Speaking	★ Subject Baselines				★ Phonic Assessments
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	The school follows an identification of need process to determine if a pupil is having difficulties accessing their learning. This helps to identify their needs and is supported by using the Devon Needs Indicator Tool. The school can then work to identify provision and strategies that can help the children to access their learning.																											



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Day to Day Support		
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
How do teachers help pupils with SEND? How will the school support my child?	- We have a graduated response to meeting pupils' needs, starting with Ordinarily Available Inclusive Provision (OAIP) for all children. Quality First Teaching is used to ensure all pupils receive the support they need. It also includes differentiated and personalised learning, and strategies to support every pupil, including those with SEND, encouraging greater inclusion of pupils with SEND needs, and working to narrow the attainment gap. - St. Mary's CofE Primary School have worked hard to develop Quality First Teaching as well as Adaptive Teaching to ensure that the curriculum is accessible to all children. - St. Mary's CofE Primary School have been focussed on developing their OAIP to ensure that there are strategies in place to support children to access the curriculum. Where there needs to be additional support in place, Targeted provision is used to ensure that the learning is accessible, Targeted Provision includes: individualised timetables of support, intervention programmes, specific resources to enhance accessibility etc.	The school's approach to teaching pupils with SEND
How will the curriculum be matched to my child's needs?	- If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we use the Devon Needs Indicator Tool to document initial concerns and pinpoint specific areas of need. When concerns are raised, teachers will access support and advice from the school SENDCo and together they will work collaboratively with parents/carers. A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have a difficulty which: ★ Significantly impacts their ability to learn compared to peers of the same age. ★ Has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. ★ Affects access to education, learning, or participation in school life. - Children with SEND may have an My Plan in place, this can be used to plan their personalised adaptations to the curriculum and to outline any strategies and resources in place to ensure access to the curriculum.	How adaptations are made to the curriculum and learning environment



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Is there any additional support available to help children with SEND?	- We follow a model of ‘Assess, Plan, Do, Review’ to ensure that children’s needs are met throughout their time in school. The Needs Indicator Tool supports this by providing a clear pathway of identifying and assessing needs, the OAIP Framework supports with planning and doing, and then the My Plan review cycles provide opportunities for reviewing. - At St. Mary’s CofE Primary School we have the following interventions in place:			How adaptations are made to the curriculum and learning environment
	<u>Communication & Interaction</u> ★ Speech Link ★ Language Link ★ Individual Speech and Language Programmes ★ Lego Therapy ★ Language for Thinking	<u>Cognition & Learning</u> ★ Working Memory ★ Pre-Teaching ★ Toe-by-Toe ★ Phonics ★ Handwriting ★ Nessy	<u>Social, Emotional & Mental Health</u> ★ Mindfulness ★ Social Stories ★ Co-Regulation ★ Language for Behaviour & Emotions	
How will the school know how well my child is doing?	- Resources are allocated throughout school according to the individual needs of the children. The SENDCo monitors and evaluates the effectiveness of interventions and TA deployment in conjunction with the Senior Leadership Team. - The My Plans are reviewed termly and shared with parents/carers to ensure they are aware of the additional provision in place to support their child. They also have regular opportunities to discuss this provision with the class teacher and/or SENDCo.			Arrangements for assessing and reviewing pupil’s progress towards outcomes
	- Children with SEND have a My Plan, where appropriate, which details the provision they are receiving in school, as well as their current targets for progress. These are agreed and reviewed termly in consultation with parents. - Targeted support is set for individuals following appropriate assessments for their need. If required, discussions are held with parents and referrals may be made to outside agencies. - All teaching staff receive training from the SENDCo around target setting and My Plan writing to ensure that the targets being set are aspirational and achievable as well as the provision being effective in supporting children to work towards their targets.			



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How will I know my child is making progress? How do you check on this?	- All children's progress is monitored through the year by class teachers. This is both formative, ongoing assessments, linked to learning activities and used to plan next steps, and summative assessment tests. - For children with SEND, there may be other assessments which link to targets on their My Plans, which are evaluated at the end of an intervention cycle. My Plan targets are analysed termly to ensure they are well matched to children's needs and that the provisions in place have been effective. My Plans reviews are sent home for parents information termly and these targets are constantly reflected upon in school. - The SENDCo monitors the effectiveness of interventions that are in place through learning walks, observations, and checking My Plans to monitor individual children's progress towards their targets. - The SENDCO meets with the SEND Governor termly to talk through the SEND Provision within the school and discuss good practice. The SEND Governor asks questions about the SEND information of the school to give the SENDCo opportunity to unpick the SEND Provision across the school. - The Trust SENDCos also meet half termly to share practice and advice amongst each other. This provides opportunities for schools to develop their SEND Provision further.	How the effectiveness of provision is evaluated
How will my child be included in activities outside the classroom, including school trips?	- At St. Mary's CofE Primary School we have the following extra-curricular activities available: ★ Forest School (Reception & Y1) ★ After School Clubs ★ School Trips - All children have the right to access all areas of the curriculum, including trips and the wider life of school. We work in conjunction with parents, and professionals where appropriate, to support those children with additional needs, who may need personalised levels of support. - There are times that parents/carers are invited to join our school trips. For children with complex additional needs, there are discussions with parents/carers to plan for school trips and to ensure that all provision and strategies are in place to support their child's access to the activities. - We have the following provisions available during the beginning and end of each day and during unstructured times of day: ★ Breakfast Club (there is a cost) ★ Morning Meet and Greet ★ End of Day Transition Activities ★ Alternative Lunch space - At St. Mary's CofE Primary School we have a number of different groups, for example: School Council, Playground Leaders, Ethos Ambassadors etc, the lead adults of these groups works with the SENDCo to make sure that children with SEND are not only represented in these groups, but supported to access all activities and to have their voices heard.	How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND



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How will you support my child's overall well-being?	- All children access the PSHE curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff. For children who require more enhanced pastoral support, there is access to targeted intervention programmes as well as specifically trained pastoral members of staff. - St. Mary's CofE Primary School has a Designated Safeguarding Lead Mrs Zoe Stevens and Deputy Safeguarding Lead Mrs Rachael O'Dell, Miss Natalie Chalk. - St. Mary's CofE Primary School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. - We will always work collaboratively with parents to make sure that children have a successful time at school. - Information about administration of medicines can be found on The Harbour Schools website at: Harbour Schools Partnership - Policies - Children with SEND are supported to voice their views through the 'Pupil Voice' section within their My Plans, these are updated termly. They are also able to share their views through the varying groups across the school where SEND is appropriately represented, e.g. School Council, Playground Leaders, Ethos Ambassadors etc.	Support for improving emotional and social development

Involving Families		
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
How will you help me to support my child's learning?	- At St. Mary's CofE Primary School, there are other opportunities for involvement and consultation with parents. For example: ★ Open Classrooms ★ Class Collective Worship ★ Parent/Carer/Child Activities ★ Meet the Teacher Sessions - St. Mary's CofE Primary School explains how learning is planned and how this can be supported outside of the school by sharing the following information with parents/carers: ★ Meet the Teacher Sessions ★ Tapestry ★ Knowledge Organisers	Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education



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When will we be able to discuss my child's progress?	- St. Mary's CofE Primary School shares progress information with parents/carers by holding termly parent meetings, reviewing My Plans, Annual Reviews of EHCPs, in some cases Team Around the Family meetings and end of year reporting. - There are regular informal opportunities for contact about the child's progress in school through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCo would be involved as appropriate.	Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education																		
How will my child be able to share their views?	- The school engages pupils in decision making around their provision by involving them in reviews of their targets and including their Pupil Voice within their My Plans. We ask children for their views about learning and school life on a daily basis informally and additionally for TAF meetings and Annual Reviews. - Our My Plan Pupil Voice questions include: - What is working well for you in school? - What would you like to change? - St. Mary's CofE Primary School encourages the active participation of pupils through daily informal feedback and more formal pupil conferencing. These opportunities encourage pupils to express their views about their learning.	Arrangements for consulting with children with SEND and involving them in their education																		
How will you support my child when he/she joins your school or moves class or transfers to a new school?	We recognise the importance of ensuring a high-quality transition regardless of the stage. - Transitions that may occur for our pupils can include: <table border="0"> <thead> <tr> <th><u>Year Group Changes</u></th><th><u>Setting Changes</u></th><th><u>Changes in the Day</u></th></tr> </thead> <tbody> <tr> <td>★ Pre-school/Nursery/Child minder – Reception</td><td>★ Into our school from another setting</td><td>★ Entering school in the morning</td></tr> <tr> <td>★ Reception to Key Stage 1</td><td>★ From our school to another setting</td><td>★ Leaving school at home time</td></tr> <tr> <td>★ Key Stage 1 to Key Stage 2</td><td></td><td>★ Transitioning to break time</td></tr> <tr> <td>★ Primary to Secondary (including Specialist Setting)</td><td></td><td>★ Transitioning to lunch time</td></tr> <tr> <td></td><td></td><td>★ Moving in and out of the building</td></tr> </tbody> </table> - We have the following strategies in place to support these transitions:	<u>Year Group Changes</u>	<u>Setting Changes</u>	<u>Changes in the Day</u>	★ Pre-school/Nursery/Child minder – Reception	★ Into our school from another setting	★ Entering school in the morning	★ Reception to Key Stage 1	★ From our school to another setting	★ Leaving school at home time	★ Key Stage 1 to Key Stage 2		★ Transitioning to break time	★ Primary to Secondary (including Specialist Setting)		★ Transitioning to lunch time			★ Moving in and out of the building	Arrangements for supporting pupils moving between phases of education and preparing for adulthood
<u>Year Group Changes</u>	<u>Setting Changes</u>	<u>Changes in the Day</u>																		
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	★ Visits to Pre-School ★ Meetings with other SENDCos ★ Home Visits ★ Handover Meetings ★ Stay and play sessions ★ TAF (Team Around the Family) meetings ★ Move up days in school ★ Enhanced transition activities ★ Transition information/passports	
Staff Skills and Wider Support		
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
What skills do the staff have to meet my child's needs?	- St. Mary's CofE Primary School are keen to ensure that our staff have the skills and knowledge to meet the needs of all our children. We have clear CPD and training for our staff members and this is delivered in a variety of ways, as outlined below: ★ Teacher meetings ★ Twilight sessions ★ SEND & Inclusion Drop-Ins ★ Specific training courses ★ Support training sessions ★ Professional dialogues ★ Online training ★ INSET Days ★ Training from outside agencies ★ Consultations with Educational Psychologists - To prepare for new students with SEND transitioning into our school, we have the following strategies in place to support: ★ Transition meetings with pre-schools ★ Transition meetings with parents ★ Transition meetings with outside agencies ★ Liaising with SEND Operations Team ★ Attendance at TAF meetings ★ Sharing of documentation between home, pre-schools and school ★ Taster days ★ Phased entry to school - At St. Mary's CofE Primary School we have staff trained in the following: ★ Phonics ★ Speech & Language ★ Mental Health Support ★ Dyslexia Screening	The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured



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Staff Skills and Wider Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
What specialist services are available at or accessed by the school?	- At our school, we regularly access support from external professionals who may also come into school to support our children directly. These can include: ★ Educational Psychologist ★ Speech & Language Link Therapists ★ Nursery Plus ★ Families in Grief ★ Physiotherapists ★ Occupational Therapists ★ CAMHS ★ Family Support Workers ★ Paediatricians ★ Physical Difficulties Team ★ SEND Operations Team ★ School Nursing Team ★ Bladder and Bowel Team ★ Social Care ★ Inclusion Team	How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families
What happens if my child needs specialist equipment?	- If specialist equipment is needed, then the school will liaise with outside agencies such as the Occupational Therapy, Physiotherapy or Physical Disabilities Team to ensure that the correct equipment is provided to school. This equipment can be secured through these agencies or through the school. - Apart from the school field, the school is fully wheelchair accessible. accessibility-plan.pdf	
How accessible is the school and how does it arrange the facilities children need? 1.	- We do not have any disabled parking bays. There are two disabled toilets – Hawthorn and Sycamore Block. - Classroom displays are purposeful and relate and enhance learning opportunities. Displays are to be kept within the borders. Texts are enlarged for individuals. Teaching slides are not cluttered with too much information. They can be printed out for individuals. - Glasses and hearing aids are to be worn. - Pupils with a visual impairment are sat at an appropriate distance from the board. - Those with a hearing impairment, staff ensure that the pupil is sat facing the teacher and the teacher does not stand in front of the window when speaking.	How equipment and facilities to support children with SEND will be secured



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Staff Skills and Wider Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)									
How will my child manage tests and exams? 1	- St. Mary's CofE Primary School can support children with SEND to access their assessments and exams using Access Arrangements. Below are examples of Access Arrangements that are used at our school: <table border="1" data-bbox="568 488 1742 587"> <tr> <td>★ 25% Extra Time</td><td>★ Reader</td><td>★ Rest Breaks</td></tr> <tr> <td>★ Transcribe</td><td>★ Coloured Overlays</td><td>★ Enlarged Test Papers</td></tr> <tr> <td>★ Scribe</td><td></td><td></td></tr> </table> - The Access Arrangements are discussed in meetings with class teachers and the SENDCo to ensure that the children have what they need in place to access their assessments and exams.	★ 25% Extra Time	★ Reader	★ Rest Breaks	★ Transcribe	★ Coloured Overlays	★ Enlarged Test Papers	★ Scribe			Information regarding access arrangements
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Accessing Advice and Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
What should I do if I think my child may have a special educational need or disability?	- If you have concerns about your child's progress, you should speak to your child's class teacher initially. - If you continue to be concerned that your child is not making progress, you can arrange to meet with the SENDCo. Mrs Rachael O'Dell 01237 477288 Rachael.Odell@thsp.org.uk (available Monday to Friday 8:30 – 5:00) The school SEND Governor can also be contacted for support - The school SEND Governor can also be contacted for support stmarys@thsp.org.uk	Contact details for the Special Educational Needs Coordinator
What do I do if I'm not happy or if I want to complain?	- At St. Mary's CofE Primary School we will listen carefully to parental concerns, develop a plan of action together to find ways to move forward and ensure the actions are completed and review in a timely manner. Families should talk to the child's class teacher if concern. If further support is needed, then the SENDCo can be contacted. The head teacher will also be available if parents are concerned. - The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. - My Plans will be reviewed with your involvement on a termly cycle. - Pupils, staff and parents are expected to listen carefully and respectfully to each other. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the head teacher, who will investigate and report back on the results of the investigation. - A copy of the school's Complaints Procedure is available on request from the school.	Arrangements for handling complaints from parents of children with SEND
Where can I get information, advice and support?	- The SENDCO will be able to support parents further by signposting them to relevant services. - There is also a Devon support service, as outlined below: ★ The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. DIAS can be accessed via this link: Home - Devon Information Advice and Support	Contact details of support services for parents of pupils with SEND



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Accessing Advice and Support

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Where can I find out about other services that might be available for our family and my child? 1	Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The support provided by Devon Local Authority for children with SEN and disabilities can be found through the link below: Devon's SEND Local Offer - help and support for children with SEND	The school's contribution to the local offer and where the LA's local offer is published