



Let your light shine.  
Matthew 5:16

## **SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT**

**\* July 2023 \***

### **1. What kinds of special educational needs does St Mary & St Martin make provision for?**

All Nottinghamshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

A child of compulsory school age or young person has SEND if they:

- have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First Teaching and all relevant and purposeful interventions and strategies being in place.

This is an inclusive school which accommodates all kinds of special educational needs and disabilities.

These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice ( Sept 2015):

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Issues.
- Sensory and /or physical needs.

At The Primary school of St Mary's and St Martin we support all pupils' individual or special needs which impact on the child's academic progress, physical and/or social, emotional mental health and wellbeing development.

This might include:

- challenging behaviour
- inability to communicate and interact/socialise

- reading and writing difficulties
- ability to understand or remember things
- concentration levels
- physical needs or impairments

**2. How do the staff at St Mary & St Martin know if pupils need extra help? What should I do if I think that my child may have special educational needs?**

Informal staff observations of children during lessons and playtimes will highlight any difficulties that a child may be having. All staff get to know our pupils very well, which allows for early identification of difficulties and prompt, appropriate intervention. We also listen to parent's concerns and take on board their experiences of the child at home. If you have concerns about your child, please initially discuss them with the Class Teacher. It might then be appropriate for a further meeting with the SENDCO (Special Educational Needs and Disabilities Co-ordinator), Mrs Reynolds. We feel that it is important that everybody is involved with the process. Please visit our SEND section on the school's website for further details of our SEND identification information/processes.

**3. a) How does St Mary & St Martin evaluate the effectiveness of its provision for pupils with special educational needs?**

This does depend on the nature of a child's individual needs, but might include:

- Pupil's academic progress is monitored as well as with their attitude to learning/school. Interventions are regularly evaluated and progress measured. We have a trained TAs who deliver tailored SEND intervention programs. If the progress is not sufficient all parties come together and alternative arrangements are made, whether it means an alternative intervention or the need to refer on to other agencies.
- If necessary, the SENDCO may refer on for statutory assessment or ask for additional support from outside agencies. They provide both advice and outreach support (where relevant professionals come to school to work with the child).
- We obtain the children's views to see how they feel about their learning.
- We carry out termly Individual Education Plan review meeting with parents and staff to review all type of progress and ensure pupil's individual needs are met.

**b) How will both the school and I know how my child/young person is doing? How will the school help me to support their learning?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child
- Assist parents in their understanding of SEND procedures, provision and support
- Provide opportunities for mediation and discussion
- Ensure that the review process seeks and takes account of the parent's views wherever possible
- Wherever possible there should be pre-emptive action for the child/parents before the child enters school if it is known that they have additional needs. This includes visits to school, advice from other professionals, discussions with the class teacher and the SENDCO. This support and communication continues when the child is at school with at least termly meetings and informal discussions as necessary.
- Each child on the SEND register has an Individual Education Plan, which contains their targets and how school and parents can help them to achieve their targets. It also contains the role of other

agencies and the support they provide. The Individual Education Plan follows the 12 weekly Assess, Plan, Do, Review Cycle (graduated response). At the review Meetings between staff and parents, the class teacher will discuss how well your child is doing in school including their progress with their SEND small step targets.

**c) What is the school's approach to teaching pupils with special educational needs?**

Additional support for SEND children might be provided both within the classroom and as targeted interventions. The interventions we offer are targeted to children's specific needs and have clear and attainable expectations. Our interventions are usually provided by our Teaching Assistants, but might also be planned and/or delivered by the Class teacher. We believe that the teaching of children with special educational needs is everyone's responsibility. Within the classroom, teachers ensure that lessons are adapted if and when appropriate, so that they are accessible for all children.

**d) How will the curriculum and learning be matched to my child/young person's needs?**

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum (as stated in the Accessibility plan).

Quality First Teaching involves adapting teaching and learning at all levels in all areas of the curriculum to meet ALL pupils' needs. Teachers plan adapted lessons, based on their knowledge of the SEND pupil in their class. This ensures that children will be given work at an appropriate level for them to achieve and be challenged.

Differentiation/Adaption might include:

- Providing different teaching input and/or activities
- Using books/resources which reflect the needs of the child
- Use of ICT/other scaffolding resources to support the child's learning

In some cases children will have a totally personalised curriculum that will ensure they can make progress.

Additional support is put in place within class and through out of class interventions as and when appropriate.

**e) How are decisions made about the type and amount of support my child/young person will receive?**

This is based on the needs of the child and the resources available. Class Teachers discuss the support they feel a child needs with the SENDCO and Head teacher. Together they look at the resources available in school, possible referrals and available support from outside agencies/professionals, and make decisions on the best type and amount of support to provide.

**f) How will my child be included in activities outside the classroom, including school trips?**

Our aim is that every child will be included in all outside activities and trips. Appropriate risk assessments and discussions with professionals and parents will ensure the school does their best to be inclusive at all times if possible. This may mean additional adults supporting the activities and specialised equipment being used.

**g) What support will there be for my child's overall well-being?**

We recognise that children cannot fulfil their potential if they do not have a positive sense of overall well-being. We base our Personal, Social & Health Education (PSHE) for all children on the SEAL programme (Social & Emotional Aspects of Learning). We also run targeted interventions that develop social skills and coping strategies, as they are needed. In school we have developed

Nurture groups/individual provisions , which will be available for children who need time away from the classroom to reflect or discuss their feelings with appropriate adults/professionals.

**4. Who is the SENCO at St Mary & St Martin and what are their contact details?**

Our school SENCO is Mrs Reynolds. If you would like to speak to her about your child, please discuss your concerns firstly with the class teacher. Arrangements can then be made for a joined up conversation with all appropriate stakeholders.

If you would like to contact her directly her email address is [senco@blyth.notts.sch.uk](mailto:senco@blyth.notts.sch.uk)

**5. a) What training have staff supporting special educational needs had, and what is planned?**

Over the last 12 months, training has been received in:

- Neli (for Speech and Language)
- Diabetes
- Dyslexia training
- Supporting pupils with asthma
- Inclusive classroom Quality First Teaching and SEND adaptations to the curriculum
- SEND 4 areas of need and using the APDR process
- Coping with Risky Behaviour
- AET level 1 training
- AET progression Tool training

Further training will continue.

- Mrs Reynolds will continue to attend the NCC SENDCO networks meetings and Springboard to receive the latest updates.

**b) What specialist services and expertise are available or accessed by the school?**

- Speech and Language
- Educational Psychologists
- Occupational Health
- The Healthy Family Team
- CAMHS
- Counselling services
- Communication and Interaction Team
- Cognition and Learning Team
- EYFS SFSS
- Children's centres
- Bassetlaw Behaviour Partnership

**6. How are the equipment and facilities to support pupils with special educational needs secured?**

Some additional equipment for supporting specific individual pupil needs can be accessed through school. However, if highly-specialised equipment is needed then this is accessed through outside agencies e.g. occupational health.

**How accessible is the school?**

Our school site is accessible to wheelchairs, mobility scooters, and pushchairs via the main school drive. The building can be accessed through a ramped entrance by the School Office. Once inside the school, all rooms are on one level and doorways allow for disabled access. We have a separate disabled toilet for adult and pupil use, as well as three disabled cubicles within the children's toilets. Please refer to our Accessibility Plan for further information.

**7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?**

Parents are invited into school to discuss their child's targets and progress as needed and to discuss the plan-do-review cycles at least once a term if their child is on the SEND register. We want parents and pupils to be fully involved in the whole process and value parents' contributions/ideas.

**8. What are the arrangements for consulting children with SEND, and involving them in their education?**

Pupils are informed about and involved in setting their own targets. They are supported to know what they need to do to achieve them. This is presented in a child friendly way mirroring the formal IEP graduated response format with the pupil's voice and need included (SEND One Page Profile information).

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Depending on their age and ability, children will carry out a child-friendly questionnaire/review to obtain their opinions about how we help them at school. On a more informal level, we talk to children around school and when they are having small group interventions.

**9. What do I do if I have a concern or complaint about the SEND provision made by the school?**

In the first instance, it is always best to discuss any concerns with your child's class teacher and/or the SENCO. If you feel that this does not resolve your concern, please feel free to speak to the Headteacher who will be happy to discuss it with you. If you still do not feel satisfied, the school Complaints Policy is available on the website.

**10. How does the Governing Body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The Governing Body is responsible for setting the school's policy in respect of special educational needs. One of the governors has specific responsibility for overseeing SEND provision in school and meets with the SENCO on a regular basis to review our practice and can seek clarification of the services available to children and their families.

**11. How does St Mary & St Martin seek to signpost organisations/services etc who can provide additional support to parents/carers and children?**

The SENDCo's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Educational Psychologist, ASD Outreach Team, Occupational Therapist and Speech Therapy service. Referrals are also made to these professionals following termly springboard meeting discussions.

**12. How will St Mary & St Martin prepare my child/young person to:**

**i) Join the school/setting?**

There will be opportunities for your child to visit St Mary & St Martin before joining the school. The number of visits, frequency and duration will depend upon the needs of the child.

**ii) Transfer between phases of education?**

A transition day is planned between the different classes so that children become familiar with new classes prior to transferring. Again, the number, frequency and duration will depend upon the needs of the child. We have excellent links with our feeder school (Serlby Park Academy) and we are able to access early transition days for children who require this. If a child goes to different school, we would make early contact with the school in order to create an individual program which would suit the child.

**iii) Prepare for adulthood and independent living?**

The school has six values that we believe give our children the foundation of forming positive relationships with each other. These core values help all of our children prepare for adulthood and independent living. Where additional support is necessary, all the interventions set out above are used to develop, reinforce and consolidate these values.

**13. Where can I access further information?**

Further information can be accessed from:

- Members of staff
- Our Website
- The Governing Body

This Report is updated annually by:

Mrs J Reynolds (*SENDCO*), Mrs S Preston (*Headteacher*) and Governors