

## St Mary's Primary School Tetbury

### SEND Information Report 2014 - 15

**Welcome to our** SEND information report which is part of the Gloucestershire Local Offer for learners with Special Educational Needs and Disabilities (SEN). All governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy and provision for pupils with SEND. This information is updated annually.

At St Mary's School we value all members of our school community. This SEN report has been produced with the views of pupils, parents, governors and members of staff. We welcome further comments so please do contact us. The best people to contact are: Headteacher – Mrs Jo Woolley, Special Educational Needs Coordinator (SENCO) – Mrs Julie Morriss, Pastoral and Inclusion Lead (PAIL) – Mrs Helen Silins or the SEN Governor – Mrs Vicky Redding.

#### Identifying the Special Educational Needs of pupils

**There are** 4 main areas of Special Need which we seek to identify and support at St Mary's School. These are :

**Cognition and Learning needs** e.g. difficulties with reading, writing, spelling or maths

**Communication and Interaction needs** e.g. speech and language delay or difficulties with expressing themselves

**Physical and Sensory needs** e.g. deafness, visual impairment or mobility issues

**Social and Emotional needs** e.g. difficulties with social interaction or having problems with anxiety or feelings of anger

**At St Mary's School** we seek to identify Special Educational needs from the moment your child enters school. The SENDCo and PAIL meet the Reception teachers in Term 1 and discuss any needs which have been raised by the pre-school setting or by the parents themselves e.g. a nursery may have highlighted Speech and Language needs or a parent might tell us about hearing loss. This means that straight away we can monitor these pupils and put in support if necessary. Close contact is kept with the Early Years teachers and our youngest members of the school.

As our pupils move up through the school we are able to monitor their learning development through our online tracking system. We can see if a child is falling behind his peers or if he/she is struggling in one particular area. The SENDCo analyses learning data every term and sends it to the headteacher. She, in turn, is in close contact with the governors. The school staff can also raise concerns by filling in a 'Concerns' sheet or simply by raising their concerns with the SENDCo. Regular class review meetings are held between teachers and senior school staff where concerns are raised and development tracked. The SENDCo or PAIL then carry out a series of observations or assessments on the pupil in order to identify the correct form of support

needed. If a pupil needs extra help through the use of 'targets' or 'outcomes' then they may be issued with a 'My Plan' (see below).

## **Parental and Pupil involvement**

**It is our wish** to involve parents in all aspects of their children's learning. Please feel free to speak to your child's teacher if you have any worries. Mrs Morriss and Mrs Silins are more than happy for you to pop in to see them before or after school. We actively encourage you to attend Parents Evenings and our new Achievement for All (AFA) structured conversations. Through these we hope that you can feel comfortable raising worries about your child and suggesting areas which you may feel need supporting. We encourage you to contact the head teacher or members of staff who deal with Special Needs if you have any concerns. Parents are involved in 'My Plan' meetings which decide on educational, emotional and physical outcomes for their children. The pupils also help to review these plans. Copies of all paperwork concerning pupils' needs are forwarded to parents e.g. My Plans, My Plan reviews, Speech and Language reports etc. Parental views are sought through school questionnaires and through individual communications. All KS2 pupils are now involved in filling in an online set of questions (called PASS) which reflect their feelings about learning and school. Their answers are then analysed to see where we can make school even more attractive for learners. The SENDCo visits SEN pupils in their classes to discuss with them how they think they are doing. She also sends regular letters home asking the parents for their input into SEN support e.g. asking for suggestions when writing mnemonics to help the learning of tricky spellings. The Pastoral Lead works with pupils to help them understand how they are feeling about issues. She runs 'Family Seal' sessions which are attended by both pupils and parents. Teacher/Pupil conferencing is also held to ascertain how the pupils are getting on.

## **Support for children with Special Educational Needs**

**If a learner** is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of our high quality teaching. This support is set out in the school's whole school Provision Map. It may involve small group teaching, one to one support or involvement in specific intervention programmes. The pupils' progress is tracked over the course of each term and new interventions used in the light of their personal progress. These support interventions are assessed regularly for their effectiveness over the course of the school year. For a small number of learners, their needs may require access to technology e.g. Modified ICT equipment, recording devices etc. The school is already equipped to welcome pupils with physical disabilities having stair lifts, highlighted steps and disabled toileting.

## **Our Approach to Supporting Learners with SEND**

**When assessing** support that is 'additional to' or 'different from' the whole class learning we engage in a four stage process: Assess, Plan, Do and Review.

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Intervention Plan (My Plan) and will form the basis for termly review meetings held as part of Parent/Teacher Consultations and Children/Staff Conferences.

**Do** – providing the support – extra assistance for learning or learning aids – as set out in the plan.

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENCO - contribute to this review. This stage then informs the next cycle of assess, plan, do and review.

While the majority of learners with SEN will have their needs met in this way, some may require learning or support advice from outside agencies. With parental permission we might seek advice from: the Speech & Language Therapy service, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician. If the pupil's progress remains static the SENCo, in consultation with parents and members of agencies involved, will meet to draw up a 'My Plan Plus' document. This is then monitored by all involved with the pupil – the Team Around the Child' (TAC).

In the rarest of cases this support still remains ineffectual due to the severity of the learner's needs. Application is then made for an Education and Healthcare Plan (EHCP) which can provide one to one support partly funded by the local authority. Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

### **Opportunities for Enrichment**

**At St Mary's school** we believe all learners are entitled to access extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

### **Preparing for Next Steps**

**Transition** is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible. Planning for transition within the school takes place in the Summer Term when pupils visit their new classes. We intend to ask every pupil to fill in a Pupil Profile which informs the next class teacher of their views about themselves and their learning. Transition to Secondary School for pupils with SEN is planned according to individual needs and may involve additional visits and meetings. During Year 6, information – previously agreed with parents – will be shared with the SENCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at St Mary's:

- Pre-school children are warmly welcome to come join our Pre-school groups which are run by our Early Years TA.
- Our Early Years teachers will carry out home visits and visits to nurseries.
- The Pre-school children attend induction days before they start school when they are shown where their peg and the toilets are.
- For children with SEN we run 'hand-over' meetings to which the parents are invited.
- Y5 children are invited to Sir William Romney School for a 'taster day' during the Summer Term.
- Y6 children attend the Secondary Induction Days.
- Year 6 families are encouraged to visit a selection of secondary schools, details of open days are provided by the LEA.
- TAs supporting Y6 statemented children visit secondary schools to ensure easy transfer, and children attend the Secondary Induction Day induction days with support if appropriate.

- Teachers from Secondary provision visit pupils at St. Mary's once their secondary school is known. Agreed records are transferred during the Summer Term.
- The SENDCo from the relevant secondary school is invited to attend a statemented child's Y6 annual review.

Thank you for reading this SEN Information report. It will be updated each year according to statutory guidance. If you have any questions about our SEN support, please do not hesitate to email any of the above named contacts at:

[admin@st-marys-tetbury.gloucs.sch.uk](mailto:admin@st-marys-tetbury.gloucs.sch.uk)