

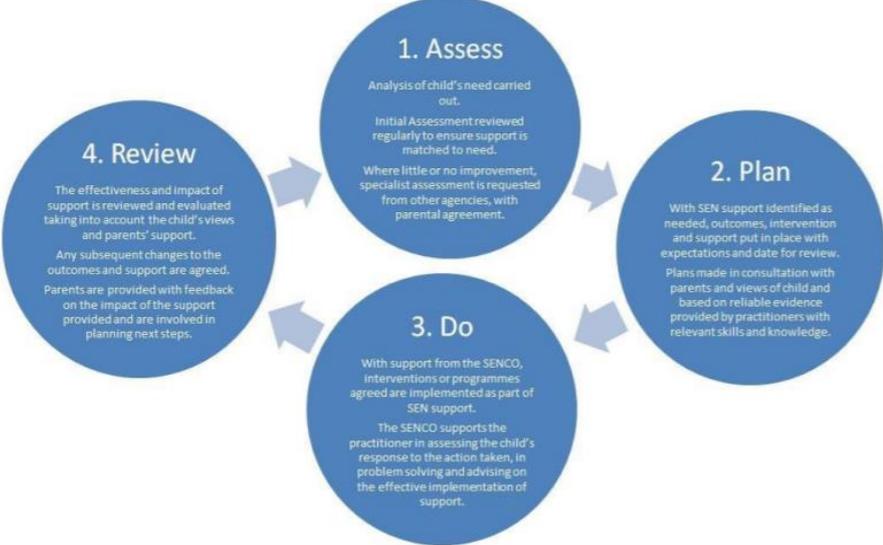


# SEND Information Report 2019-20



## St Mary's CE Primary, Timsbury

<b>General Information</b>	Policies underpinning SEND at St Mary's CE Primary School:	SENDCo	Mrs Claire Brewer
	<ul style="list-style-type: none"> <li>● SEND Policy</li> <li>● Inclusion Policy</li> <li>● Behaviour Policy</li> <li>● Equalities Policy</li> <li>● Anti-bullying Policy</li> <li>● Child Protection Policy</li> </ul>	SEND Governor	Mrs Emma Sage
		Contact	<a href="mailto:sendco@stmarystimsbury.co.uk">sendco@stmarystimsbury.co.uk</a> 01761 470245
		Local Offer	BANES Local Offer
<b>Our Vision</b>	<p><b><i>Like St Mary we are a warm, nurturing safe place for the children who attend our school.</i></b></p> <p><b><i>We are an inclusive school that welcomes children of all faiths and none. We celebrate difference and diversity, and all individuals are valued.</i></b></p> <p><b><i>We seek to inspire a lifelong love of learning, through nurturing all abilities, enabling every student to prosper and fulfil their potential.</i></b></p> <p><b><i>We are at the heart of Timsbury village, serving local families, but we also reach out to collaborate with our partners in the wider educational community.</i></b></p> <p><b><i>We are proud we share our patron saint with our parish church and we have an excellent relationship with our church.</i></b></p> <p><b><i>This is a school that cares passionately about our environment, protecting God's creation, and all decisions we make are made with that in mind.</i></b></p> <ul style="list-style-type: none"> <li>● Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and beyond, and lead happy, fulfilled lives.</li> <li>● We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.</li> <li>● Children's special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence (Code of Practice, 2014)</li> </ul>		
<b>What is SEND?</b>	<p>A child 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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> <li>● Has a significantly greater difficulty in learning than the majority of others of the same age.</li> <li>● Has 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.</li> </ul>		

<p><b>How do we provide for children with SEND</b></p>	 <pre> graph TD     A((1. Assess)) --&gt; B((2. Plan))     B --&gt; C((3. Do))     C --&gt; D((4. Review))     D --&gt; A </pre> <p><b>1. Assess</b> Analysis of child's need carried out. Initial Assessment reviewed regularly to ensure support is matched to need. Where little or no improvement, specialist assessment is requested from other agencies, with parental agreement.</p> <p><b>2. Plan</b> With SEN support identified as needed, outcomes, intervention and support put in place with expectations and date for review. Plans made in consultation with parents and views of child and based on reliable evidence provided by practitioners with relevant skills and knowledge.</p> <p><b>3. Do</b> With support from the SENCO, interventions or programmes agreed are implemented as part of SEN support. The SENCO supports the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.</p> <p><b>4. Review</b> The effectiveness and impact of support is reviewed and evaluated taking into account the child's views and parents' support. Any subsequent changes to the outcomes and support are agreed. Parents are provided with feedback on the impact of the support provided and are involved in planning next steps.</p>
<p><b>How do we assess SEND pupils' needs?</b></p>	<p>All children are regularly observed and assessed to ensure they are maximising their potential and making good progress. We know a child needs additional help when:</p> <ul style="list-style-type: none"> <li>● We receive information about this from another school or pre-school setting (when a pupil transfers)</li> <li>● We are aware that he / she is not making appropriate progress</li> <li>● He / she has difficulty accessing learning</li> </ul> <p>If a child feels that a child may have SEND, the class teacher and SENCO meet parents to discuss the situation and make a plan for the way forward. Teachers are also able to request specialist assessment for a range of SEND. - the school can make some assessments for conditions such as dyslexia, and they can refer children for assessment by a range of specialist external agencies. Children who have been assessed by the Local Authority and accepted as eligible will have an Education, Health and Care Plan (EHC).</p>
<p><b>How do we involve parents and children?</b></p>	<ul style="list-style-type: none"> <li>● It is vital that parents are fully involved in the process of identification and assessment for possible special educational needs (SEND)</li> <li>● We hold parents' evenings twice a year to discuss any issues and ongoing progress. A written annual report is provided during the summer term.</li> <li>● If teachers feel the need to speak with you about your child's education, they will contact you. Parents are also welcome to an appointment if they feel the need at at time - either to see the class teacher or the SENCO. We have an open door policy, and parents are encouraged to get in touch to discuss any worries or concerns.</li> <li>● Parents contribute to support plans, meeting teachers to discuss new plans and review previous ones, as well as providing input and agreeing to referrals to external agencies.</li> <li>● Children are also involved in setting and discussing their own targets, where appropriate, sharing what is important to them and what they feel they need.</li> </ul>
<p><b>How are resources allocated?</b></p>	<p>We have a delegated budget, which we use to provide effective provision for children with SEND. We allocate resources and deploy members of staff according to individual need. If additional members of staff are needed, the Headteacher will approach the governing body for their approval on this matter, or seek any additional funding that may be available. We track pupil progress in detail and as a part of pupil progress meetings, we review and evaluate our resources and provision to ensure effective support is maintained for all pupils.</p>
<p><b>How do we review progress and</b></p>	<ul style="list-style-type: none"> <li>● Every teacher is responsible for the progress and attainment of all of their children. they will continuously monitor this and amend their provision as</li> </ul>

<p><b>evaluate the effectiveness of provision?</b></p>	<p>necessary in line with the progress the child is making. This provision includes the use of a range of differentiated resources and tasks to make lessons accessible and enjoyable for all children.</p> <ul style="list-style-type: none"> <li>● The school tracks and evaluates progress and its impact through a provision map. This is shared with the SEND governor and the SENCO provides reports to the governing body throughout the year.</li> <li>● Class teachers track what provision is being made, for whom, and what progress the child has made. Our expectation is that children with SEND make at least the same level of progress as the rest of their cohort. Where sufficient progress is not made, provision is reviewed and changed as necessary.</li> </ul>
<p><b>How do we support transition?</b></p>	<ul style="list-style-type: none"> <li>● We have a structured programme to support children with SEND achieve a successful transition. In Year 6, this includes 1:1 visits for familiarisation, meeting the receiving SENCO and transition support staff, and the provision of a mentor/buddy (where appropriate) who the child can visit through the transition period.</li> <li>● If your child is due to join our school and has SEND, the school will contact you and make arrangements for you to come in a meet the SENCO to discuss current provision, its effectiveness and any concerns you or your child may have prior to joining St Mary's CE Primary.</li> </ul>
<p><b>How do we teach pupils with SEND?</b></p>	<ul style="list-style-type: none"> <li>● We aim to teach all children within the main class wherever possible, although there may be a need and benefit to withdrawing individuals or groups for delivering specific programmes.</li> <li>● All planning is differentiated within each class and accommodates the SEND children within the main class activities.</li> <li>● School staff are supported by a range of external support staff, such as speech and language therapists, Educational Psychologists and specialist teacher advisors where and when appropriate.</li> <li>● Children may be taught 1:1, in small groups or whole class depending upon the activity.</li> </ul>
<p><b>How do we adapt the curriculum and environment for SEND pupils?</b></p>	<ul style="list-style-type: none"> <li>● The curriculum has been reviewed in line with the latest changes. Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences within a caring, inclusive ethos.</li> </ul>
<p><b>What expertise and training do staff have?</b></p>	<ul style="list-style-type: none"> <li>● All of our teachers are qualified and many have undertaken a range of specialist professional development. This includes training in Autism, ADHD, Dyspraxia, Dyscalculia, Thrive, and provision for children with asthmas, diabetes and anaphylaxis allergies.</li> <li>● Our teaching assistants also have a range of expertise - for example: speech and language, occupational therapies, social stories, working with children with ASD, global learning delay. This is not an exhaustive list and ongoing professional development is key to ensuring staff of all categories remain updated and skilled.</li> </ul>
<p><b>How do we ensure children with SEND have access to all activities?</b></p>	<ul style="list-style-type: none"> <li>● out playground is inclusive and accessible to pupils</li> <li>● where further investment in facilities or resources is needed, the school provides for this through its SNED budget and when appropriate by requesting support from specialist services e.g. physiotherapy and related equipment.</li> <li>● all children are encouraged to join a wide range of extra-curricular clubs.</li> <li>● All children have the opportunity in Year 6 to attend residential trips for a week to a PGL site. This is fully inclusive and there are no barriers to any SEND or children with disabilities, with PGL providing full support and individual programmes where necessary.</li> </ul>

<p><b>How do we support emotional and social development?</b></p>	<ul style="list-style-type: none"> <li>● We have two trained THRIVE practitioners in school, who help to assess children before providing regular 1:1 Thrive sessions. Our Thrive practitioners communicate with class teachers to ensure that children’s targets are worked towards in all aspects of their learning.</li> <li>● Behaviour plans are put in place for those children requiring further personalised provision.</li> <li>● Involvement in clubs and activities is important here.</li> <li>● Pupils’ health and wellbeing is paramount. If necessary, personal care is conducted discreetly and with dignity, fostering independence wherever possible.</li> <li>● We have a robust safeguarding policy and protocol in place.</li> <li>● We will work closely with medical practitioners if your child has a health need and will discuss with you a health care plan and administration of prescribed medication if necessary.</li> <li>● We also work closely with social services and CAMHS (Child and Adolescent Mental Health Service) if your child requires a specific level of support.</li> </ul>
<p><b>How does the school involve other bodies and expertise?</b></p>	<ul style="list-style-type: none"> <li>● Specialist support services are accessed by the SENCo. These include educational psychology, occupational therapy, speech and language therapy. ASD support service and paediatrician etc.</li> <li>● We can also signpost parents to specialist charities and support agencies where necessary.</li> </ul>
<p><b>How do we deal with complaints?</b></p>	<ul style="list-style-type: none"> <li>● In the first instance we encourage parents to contact their child’s class teacher. If they still have concerns then they should contact the Head of School, Mr Mark Cox.</li> <li>● In the unlikely event that their concern is not resolved then they should contact our Chair of Governors or follow the school’s complaints procedure, available on the school website.</li> </ul>