

SEN Information Report

St Martin's C E (VA) Primary School

2023-2024

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must relate to provision set out in the local offer.

SEND Code of Practice, 2015: 6.7

Introduction

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive if you choose St Martin's School for your child.

We aim to provide support for any child with Special Educational Needs.

- The term Special Educational Needs (SEN) refers to a child who requires additional and different provision from that usually provided within the classroom. Children can have Special Educational Needs due to a range of reasons or circumstances.
- Special Educational Needs comes under four broad areas:
 - Communication and Interaction,
 - Cognition and Learning,
 - Social, Mental and Emotional Health,
 - Sensory and/or Physical.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

Class Teachers

Responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCO know about progress and any difficulties.
- Ensuring that all staff working with your child in their classroom are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO (Special Educational Needs Co-ordinator)- Mrs Sarah Cliffe

Responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to ensure a consistent, high quality response to meeting the needs of all children in school.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing and monitoring how they are developing and progressing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupations Therapy, Educational Psychology etc.
- Updating the school's SEND Register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing or arranging specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Head Teacher - Mrs Claire Barber

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Mrs Barber will give responsibility to the SENCO and other Senior Leaders but is also still responsible for ensuring that your child's needs are met.

- She will ensure that the training needs of the SENCO and all other staff are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor - Mrs Bev Moorhouse

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What support do we provide for you as a parent of a child with Special Educational Needs or Disability (SEND)?

- You will be actively involved in your child's education. You will be consulted and your thoughts and feelings taken into account as we work collaboratively to achieve the best possible outcomes for them. We aim to prepare your child for adulthood and achieve outcomes that reflect their ambitions.
- Class Teachers and the Head Teacher are 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 similar strategies can be used.
- Mrs Cliffe (SENCo) is available to meet with you to discuss your child's progress or any concerns or worries you may have. Mrs. Cliffe may be contacted through the School Office on 01723 360239 or by email at senco@st-martins.n-yorks.sch.uk.
- All information from outside professionals will be shared with you with the person involved directly, or where this is not possible, in a report. We are available to discuss this with you in school and explain the content where necessary.
- Provision for your child will be reviewed regularly.
- Homework can be adjusted as necessary to suit your child's individual needs, and extra support can be given in school.
- Home/School Diaries may be used to support communication with you.
- Email contact, Class Dojo and texts may be used as an additional layer of Home/School communication.

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning and the use of different resources and equipment including ICT.
- Specific strategies (which may be suggested by the SENCO or Specialist Staff from outside agencies) may be put in place to support your child in their learning.
- Your child's progress will be monitored regularly through ongoing teacher assessment and standardised tests. Gaps in learning or understanding will be identified and support will be put in place to help them make the best possible progress. Class Teachers and SENCO meet regularly to identify those pupils who may need extra provision.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should initially speak to your child's Class Teacher.
- If you are still concerned you could request a meeting with the SENCO.
- If you still have queries or are not reassured you can speak to the Head Teacher or SEND Governor.
- Any concerns or complaints about SEND provision should be referred to the SENCO (Mrs Cliffe) or the Head Teacher (Mrs Barber) by phone or email.

How will the school let me know if they have any concerns about my child's learning in school?

- St Martin's School is a caring and nurturing school that strives to keep open lines of communication with students and parents throughout the year.
- If your child is then identified as not making sufficient progress the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you or your child may have.

At that meeting we would also

- plan any additional support your child may receive and look at the ways in which parents can work with school to support their child

- discuss with you if a referral to an outside agency is appropriate to support your child's learning

How do we consult with and involve children and young people with SEND in plans for their provision?

- Your child will be actively involved in their education. They will be consulted and their thoughts and feelings taken into account as we aim to work collaboratively to achieve the best possible outcomes for them. We want to prepare your child for adulthood and achieve outcomes that reflect their ambitions.
- If your child has a termly SEN Support Review they will be invited to join part of that meeting so that we can document their views.

Wherever paperwork needs to be completed in order to refer a child or young person to Inclusive Education Services, or to apply for an Education, Health and Care Plan, SENCO and/or Class Teachers will talk with the child/young person and explore their views and concerns in order that they can be documented.

- Day to day information shared between pupils and staff also feeds in to this process.

How will we measure the progress of your child in school?

- Your child's progress and application to learning is continually monitored and will be reported to you through the schools termly assessment and reporting systems.
- Regular communication between SENCo and Class Teacher highlights any day to day issues in the classroom.
- Our internal data tracker provides specific information linked to assessments which can be analysed to inform our evaluations. The tracker is updated at least half-termly across the school.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all involved with the child's education, including the child.
- We also meet to review their progress within school each term.
- The progress of any child whose name appears on the SEND Register is reviewed termly in the same way and you would be invited to come to school to be part of that meeting.

- The SENCo will also check that your child is making good progress with any individual work and within any group work that they take part in.

How will we support your child when they are joining or leaving our school?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

For pupils joining St Martin's School:

- The SENCo will familiarise herself with information about your child and wherever possible will meet with the SENCo of your child's pre-school or nursery setting to discuss the specific needs of your child and a transition package will be put together for them as early on as is needed.
- For any child, the SENCo will liaise with and attend relevant meetings during the transition period to gather information, become familiar with the needs of the child and discuss their needs and transition with you.
- Information will be passed on to all relevant staff in advance and provision will be made to ensure inclusion within the classroom and around school.

If your child is moving from St Martin's school to another school:

- We will contact the receiving school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. A transition package will be put together as needed.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible and as necessary your child will have the opportunity to visit their new school on several occasions and in some cases staff from the new school may visit your child in this school.

What are the different approaches to teaching and types of support available for children with SEND at St Martin's School?

Class teacher input via excellent targeted classroom teaching (also known as Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.

Specific group work within a smaller group of children

Pupils may be identified as needing some extra support in school.

For your child this would mean:

- S/he will engage in group sessions with specific targets to help him/her to make more progress, often led by a Teaching Assistant who has been trained in how to lead the programme.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist support from outside agencies

This means your child has been identified by the class teachers and SENCo as having additional educational needs and therefore needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority Central Services.
These include Autism Outreach, Sensory Physical Medical Service (for students with a hearing or visual need), Enhanced Mainstream School Staff or Educational Psychologist. These services are now available through one referral to the Inclusive Education Service IES. Referrals to Speech and Language Services can also be made.

For your child this would mean:

- Your child will have been identified by the class teachers/ SENCO (or you may have raised your concerns yourself) as needing more specialist input in addition to Quality First Teaching and Intervention Groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for us to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help us all to understand your child's particular needs more clearly and be able to support them well in school.
- The specialist professional will work with your child to understand their needs and make recommendations.

For your child this may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to reach appropriate outcomes which will include their specific expertise and work towards the ambitions of the young person.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- We may suggest that your child needs some agreed individual support in school. We will tell you how the support will be used and what strategies will be put in place. This may include a modified curriculum for some pupils.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention Groups.

Specified individual support for your child

This means your child will have been identified by the Class teachers or SENCo as needing a particularly high level of individual or small group teaching. Your child might also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Physical Medical Service (for pupils with a hearing or visual need)- now known as the Inclusive Education Service (IES).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- We would meet with you to discuss how your child's needs fit within the North Yorkshire system for SEN Banding and if appropriate we would then complete the Education Health and Care Plan Request (EHCAR) which is paperwork designed to assess the level of need. It is designed to be a process, which keeps children at the centre of the assessment and it involves parents as well as all agencies working with your child.
- After we have submitted the request to the Local Authority (LA) (with a lot of information about your child, including some from you), they

will decide whether they think your child's needs -as described in the paperwork provided- seem complex enough to need a Statutory Assessment. If this is the case assessments by various external agencies will take place and an Education and Health Care Plan (EHCP) may be created.

- The EHCP will outline the type of support your child will receive from the Local Authority, and the School, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or work with small groups including your child. Your child will still be part of the class, under the direct responsibility of the Class Teacher.
- This type of support is available for children whose learning needs are severe, complex and lifelong.

What is our approach to teaching children and young people with SEND, and how will the teaching be adapted for my child?

- Class teachers are made aware of all students with specific needs, plan lessons according to all groups of children in their class, and will ensure that your child's needs are met.
- Up-to-date information regarding specific support strategies and details of websites which may be useful to individual Class Teachers are shared with Staff by the SENCo as required.
- Specially trained support staff may work alongside class teachers to support the needs of your child if necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Specialist equipment will be used wherever necessary.
- Advice from external services will be followed in school. Recommendations made by such services are documented so that their effectiveness can be analysed. Programmes detailed on Individual Care Plans provided by services such as Physiotherapy and Speech and Language will be delivered in school wherever timetabling, staffing and training allow.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. If you have concerns about your child's progress and ability to complete homework tasks, your child's class teacher can personalise the learning further.

- Personalised programmes known as Individual Provision Maps (IPM) may be needed for some pupils. These will be shared with you at termly SEN Alternative care and / or curriculum activities can be arranged on an individual need basis, the SENCO will discuss this with you and involve you and your child in the planning process should it be needed.

How are the teachers in school helped to work with children with SEND and what training do they have?

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes specific training on SEND issues such as Dyslexia, Autism 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.
- Whole staff training is delivered where there is an identified need in order to raise awareness and understanding regarding particular individuals.
- Pastoral care is high on the agenda at St Martin's School, for all pupils, including those with SEND. Pupil views are regularly sought through the student council. The Head Teacher, SENCo, Class Teachers and Senior Leaders have an open door to all pupils ensuring that pupil voice is heard.

How will we evaluate the effectiveness of the provision made for children and young people with SEND?

- The SENCO, Head Teacher, Senior Leadership Team and the Governing Body monitor SEND provision.
- Provision mapping is used across the school to ensure consistency across the school for the inclusion of all pupils, including those with SEND.
- Monitoring takes place in the form of analysing data, learning walks and liaising with staff, parents and students for feedback.
- The SEND Policy is reviewed annually in consultation with Staff and Governors.

How is extra support allocated to children?

- The school budget, received from NYCC LA, includes money for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the School Governors, on the basis of current needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
- They then decide what resources, training and support are needed.
- All resources, training and support are reviewed regularly and changes made as necessary.

How is St Martin's School accessible to children with SEND?

- The building is accessible to children with physical disabilities via ramps and disabled entrances.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We request advice from external agencies as needed to ensure all lessons are accessible and inclusive for those pupils with SEND. Alternative activities can be taught as required to enhance their curriculum.
- Extracurricular activities are accessible and encouraged for children with SEND, adult support can be arranged as required.
- Trips including residential visits are accessible and encouraged for all children. Extra risk assessments, arrangements and planning will take place as required on each individual basis.

How do we support emotional and social development for children with SEN?

- Pupils in the Early Years Unit and Year 6 have Key Workers who support transition in and out of school.
- Class based Teaching Assistants work with individual and/or groups according to need within cohorts.
- Mrs. Newton, Headteacher's Secretary, provides a Pupil and Parent support role as required. This may take the form of individual pupil mentoring, family advice, links with external agencies and day to day support.

- St. Martin's School is a place that is recognised to have a high standard of pastoral care, resulting in ongoing attention to individual emotional and social need.

Who are the other people who may provide services to children with SEND in this school?

- Paid for centrally by the Local Authority or via Traded Services by School but delivered in school or at clinic:
 - SEND Locality Hub - Enhanced Mainstream School specialist teaching staff (Specific Learning Difficulties, Social, Emotional and Mental Health, Communication and Interaction, Cognition and Learning)
 - Educational Psychology Service
 - Sensory Services for children with visual or hearing needs
- Provided and paid for by the Health Service (York NHS Trust) but delivered in school or clinic:
 - Healthy Child Team
 - Occupational Therapy and or Physiotherapy
 - Speech and Language Therapy
- In addition, Parent Partnership Officers can offer impartial advice and support, making home visits, attending meetings, putting you in touch with support groups and assisting with paperwork. They are now known as SENDIASS (SEND Information, Advice and Support Service) and can be contacted on 0845 034 9469.

Complaints Procedure

The School's complaints procedure is outlined in the School prospectus and on the School Website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Should you wish to discuss any aspect of this document in more detail please do not hesitate to contact us via the school office.

SEND Policy Author: Sarah Cliffe

Date approved:

Date of Next Review: September 2024

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