

# SEND information Report

## 1. What kind of special educational needs provision is available for children at St Mary's?

St Mary's is a fully inclusive Primary School, which ensures that all pupils achieve their potential; personally, socially, emotionally, physically and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational need. We have a range of interventions that we use for groups of children and 1:1.

Children with areas of need in:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and physical

are all fully included and championed to flourish and achieve.

## 2. How do we identify children who may have SEND?

Good links with the pre-school setting means that information about special educational needs and disability arrangements will come with pupils upon entry to the school. This will be shared with the Special Educational Needs coordinator (SENCo) and class teacher to make sure appropriate provision is continued and a smooth transition is ensured. If external professionals are involved at the pre-school stage then reports will be gathered and discussed ahead of the child's entry to the school. Transition meetings are held with the pre-school setting and all parents before pupils start in September. If helpful, a transition plan will be drawn up for each pupil with SEND to ensure a smooth transition to the school and that individual needs are met.

If a member of staff identifies a pupil whose educational needs are not met by quality first teaching and differentiation, then the class teacher will work with the SENCo to provide clear targets for them.

These will be shared with the pupil and parents/carers and appropriate interventions put in place.

On-going assessments are carried out throughout a child's time at school.

These include:

- \* Baseline assessment as children enter our Foundation Stage
- \* Detailed assessments carried out three times per year in Reading, Writing, Mathematics and grammar, spelling and punctuation - EYFS and KS1 are also assessed in phonics

Pupil progress discussions are held after every detailed assessment, from which we track and identify children who are not making expected progress.

- \* Interventions and support programmes can be implemented and monitored to ensure that the child makes accelerated progress.

Additional information may also be collated through the following:

- Referrals from outside agencies
- Parents

- Observations
- Liaisons from outside agencies such as Educational Psychologists or Speech and Language Service
- Therapists

If you believe your child has special educational needs or disabilities then you should contact the SENCO who will be able to undertake assessments .

### **3. What provision is made for children with SEND; with and without an Education Health Care Plan?**

All pupils, regardless of need, are set clear targets. Strategies are put in place to support those who are not achieving expected progress. Those children identified as benefiting from intervention or support, are then monitored on the progress they are making. Working records are kept to track ongoing achievements.

We are a fully inclusive school, which ensures that all pupils achieve their full potential, this may be through differentiation, small group work or through 1:1 teaching and intervention. As far as possible, the school takes clear steps to modify and adapt the learning environment to meet the individual needs of children. Resources will be sourced to help support pupils with their learning. In addition, we have an Inclusion Team made up of a range of professionals who can provide help and support.

The school uses interventions and support that meet the individual needs of the children. Staff are trained to provide the best support for all additional needs. Children who may require higher levels of support have access to appropriately trained support staff. Pupils with EHC Plans are supported in class according to the requirements of the Plan.

### **4. What arrangements are there for consulting and involving parents of children with SEND?**

Parents are encouraged to be partners in their child's education through; informal discussions, telephone contact, home/school diaries, challenge or targets card discussions, progress reviews and yearly written reports. All children with identified SEND will have an Individual Education Plan (IEP), parents will be invited to school termly to review progress against the targets in the IEP.

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

All children are aware of their next steps and are integral in deciding the next steps needed in their learning. Children, who have additional needs, have targets on an accessible card, which are then easily shared with any supporting adults or peers.

### **9. What specific expertise is available to children with SEND? How does St Mary's school involve other agencies in meeting the needs of children with SEND and supporting their families?**

- All staff delivering interventions are appropriately trained.
- Staff working with a child with children with specific additional needs are given support and training specific to their role.
- Access to a range of therapeutic interventions from Learning Mentors.
- Expertise of experienced SENCo in role.

School will draw on the expertise of Educational Psychologists, school nursing team, CAMHS, Community Paediatrician, Speech and Language Therapy and other relevant agencies

### **10. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Parents who are unhappy with their child's SEND provision are strongly encouraged to initially speak to the class teacher and the SENCo regarding their concern. If the issue can't be resolved at this level or the complaint is regarding the class teacher and SENCo the parent should speak to a senior member of staff.

### **11. What are St Mary's Schools arrangements for supporting children with SEND in transferring between phases of education?**

- Consultation with parents/carers in how we can best meet the needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child as they move from one setting to the next.
- Opportunities for the child and parent to have supported visit's to the new setting and have discussions with our staff.

### **13. How does St Mary's spend their SEND budget?**

Our SEND budget is used to provide resources for children on the SEND register, this will include, but is not limited to, physical learning resources, additional staffing levels, training of staff, assessments by external agencies, interventions, subscriptions to online learning programs.

### **14. Where is the Local Authorities Local Offer published?**

Northamptonshire County Council, along with all other local authorities, are required to publish information about services available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND).

This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services.

For further information about the Northamptonshire Local Offer please visit:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

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This document will be reviewed annually



