



SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)



This document outlines our school information on the implementation of our policy for pupils with Special Educational Needs and Disabilities (SEND) as required by the SEN Code of Practice.



What kinds of special needs do you provide for at St Martin and St Mary's?

At St Martin and St Mary CE Primary School, we are committed to meeting the needs of all pupils.

"A child has a learning difficulty or disability if he or she:
Has a significantly greater difficulty in learning than the majority of others the same age, or
Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."

(SEND Code of Practice, 2015)

Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

How will teaching be matched to my child's needs?

All our class teachers use regular assessment opportunities to judge how your child is doing and will plan lessons which meet the needs of all pupils. We have high expectations of all our learners.

- Tasks, materials, environment and support are adapted so that all children can access the curriculum.
- Additional adults may work individually or in a small group with children to target more specific needs.

How do you know if my child needs extra help?

All staff are aware of expected development at different ages and have expertise in identifying when children have additional needs. We know pupils need extra help if:

- Concerns are raised by parents/carers or the child
- Concerns are raised by the class teacher
- There is information from a previous setting or from other services who have worked with the child.
- Limited progress is being made and the child is not achieving expected norms.
- There is a change in the child's behaviour or progress.
- We regularly observe and assess your child and closely monitor their progress and development to identify their next steps in learning. We track pupil progress throughout the school and identify children who are not making expected progress and may require additional support. We aim to identify barriers to learning as early as possible.

What is your approach to teaching my child with SEND?

- A child with an identified SEND may require an Individual Learning Plan (ILP) which will be drawn up in consultation with you and your child. Targets will be focussed on the child's individual needs and will be reviewed regularly.
- Your child's needs will usually be met within the class, supported by high quality teaching taking into account the needs of each learner.
- The teacher or teaching assistant may provide additional support within some lessons.
- In some cases, your child may be placed in one of our small intervention groups which support specific areas of need eg. literacy, motor skills. We have staff members who are trained in a range of support programmes.
- If we feel it would be useful to ask for support from an outside services then a referral will be made with your consent. After assessment by the agency some teaching guidance or a programme of support may be provided.
- If your child has complex special educational needs or a disability, they may be eligible for an Education, Health & Care Plan (EHCP) which co-ordinates their support across Education, Health and Social Care.

What training have staff had to support children with special needs?

All classroom teachers and teaching assistants have knowledge and experience of working with children with a range of needs and have the skills they need to support pupils.

- An ongoing programme of training and development is delivered as appropriate to the needs of pupils and staff.
- At St Martin and St Mary CE Primary School we have a dedicated Special Educational Needs Co-ordinator (SENCo), Mrs Lisa Brockbank who has the responsibility for making sure that children with additional learning needs make progress. It is her job to oversee all the additional support given, monitor the impact of this support and to review this as necessary.
- We currently have staff trained to support children with conditions such as Autistic Spectrum Condition (ASC), Down's Syndrome, Emotional Difficulties and Dyslexia and to carry out intervention programmes such as Reading Intervention, Inference (comprehension), Springboard, Smart Moves, Precision Teaching, Speech and Language.
- All classroom and lunchtime staff have completed safeguarding training.
- We have a dedicated teacher responsible for children looked after by the Local Authority who liaises with the SENCo to meet the needs of children who fall into both categories.
- We have access to a range of external specialist services who support staff with strategies tailored to our pupil's needs.

What specialist services and expertise are available at school?

We are able to access expert advice in a range of areas including;

- Educational Psychology
- School Nurse
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Social Services
- Child Mental Health
- Counselling
- Action For Children
- Specialist teachers with expertise in Early Years, Language Difficulties, ASC and Moderate Learning Difficulties, English as an additional language and other areas of specialism.

We are currently working with a wide range of these professionals to support us in meeting the needs of children in our school.

How is the decision made about what type and how much support my child will receive?

Different children will require different levels of support in order to help them make progress and achieve their potential. Each child is assessed individually according to the SEND Code of Practice and LEA guidance and support programmes are developed dependent on need.

Additional assessments from outside services will inform the types of support and/or resources needed.

We ensure that all children with SEND are provided for to the best of the school's ability with the funds available.

Our school governor for SEND, Mrs Sarah Stables, is responsible for ensuring that the school makes the necessary provision for every pupil with SEND.

How does the school judge whether the support has had an impact?

Regular meetings are held to monitor the impact of extra support. Children's targets are recorded and tracked on an Individual Learning Plan. Targets are regularly reviewed to understand the progress your child is making. New targets are set for the next steps of learning.

If a child is making progress at age-expected levels they will be taken off the SEND register.

How do you assess and review the progress that my child makes?

- We regularly assess and monitor the progress of all children in school. We record achievements in key curriculum areas on our detailed school tracking system and identify targets.
- For children with SEND, more specific ILP targets will be identified. If your child has an ILP, this will be reviewed termly. The ILP review will involve discussions between the teacher and the child, parents, SENDCo and any specialists working with the child.
- Children with an EHCP will have a formal annual review.

What should I do if I think my child may have special needs?

If you have any questions or worries you should talk to your child's class teacher.

You are also welcome to contact the SEND Co-ordinator or the Headteacher through the school office.

We value the relationship you have with your child and your knowledge of them. We are open and honest with parents and hope that you are able to do the same with us.

How are children and families involved in making decisions about their learning?

We believe that your child's education should be a partnership between your family and the school and therefore we aim to communicate with you regularly.

Children are encouraged to talk about their own achievements and next steps in learning from an early age. If a child is experiencing some difficulties, the teacher will talk to them and you about the strategies that could help them to improve. This may be written into an ILP.

There are regular reviews of progress between the class teacher and the SENDCo.

Who will explain my child's needs and progress to me?

Your child's teacher will let you know if they have any concerns about your child's learning.

Home-school books are sometimes used for regular communication. Our class teachers share details of your child's progress, support and needs termly as part of parent's evening or written reports.

We can also signpost parents to relevant agencies within the community who can offer further support.

How will you help me to support my child's learning?

Information on your child's classroom learning will be shared through termly topic letters, the home-school book, homework tasks and class information on the school website.

If your child has an ILP, this will include strategies which can be implemented at home as well as at school.

If any external agencies are involved in supporting your child, their recommendations will be shared with you.



How will the school prepare my child to join St Martin and St Mary or to transfer to a new school?

- We have very well-established processes for preparing and supporting children as they join Pre-school, Nursery and Reception. This can include visits to home and previous settings and sharing of information about the child.
- Similarly, as children prepare to leave our school at the end of Year 6, there is a process of induction days and visits from secondary school staff to familiarise children.
- For our SEND children, these processes can be individually managed with additional support as required to meet the needs of the individual.
- Should children join or leave our school at other stages in their school life, their transition will be individually managed according to their needs.

How accessible is the school environment?

Much of the school is wheelchair accessible and there is an ongoing improvement plan. We have disabled toilet facilities and changing facilities available.

All classrooms have interactive screens that allow for visual and auditory adjustment.

We are happy to discuss individual access requirements.

How will my child be included in activities outside the classroom including school trips?

We make sure that activities outside the classroom are available to all. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Breakfast club and after-school care is available each day. There are a range of after school clubs (including running, dance, choir, computers, drama) which are available to all pupils.

What should I do if I require further information or have a concern or complaint about the provision for my child?

If you wish to discuss your child's needs in more depth, please do not hesitate to contact us.

If you have any questions or concerns your first point of contact should be to speak informally with your child's class teacher. You are also welcome to discuss your concern with the SENDCo or Headteacher.

We have a clear complaints structure in place. Our Complaints Procedure can be found on our school website under the Policies tab.

How do you support my child's overall well-being?

We are a caring, understanding school and we are an inclusive school. We believe that high self-esteem is crucial to children's well-being. We help all children to socialise, develop life skills and independence. Staff are readily available for children who wish to discuss issues or concerns and we are aware of our vulnerable pupils.

Behaviour programmes are utilised across school (see Behaviour Management and Positive Handling Policy).

There are nominated first aiders in school with paediatric first aid qualifications. Medicines can be administered in school with written parental permission. If your child has a significant medical need you will need to speak to the Headteacher or SENDCo about how we can best support you and your child - we might draw up a Health Care Plan (see Supporting Pupils with Medical Conditions Policy and Procedures).

The class teacher has overall responsibility for your child's well-being whilst at school and is your first point of contact if you have any worries.



Where can I get further information about the services available for my child?

Westmorland and Furness SEND Local Offer is a signposting service for information about provision available across education, health and social care for children and young people with SEND.

Westmorland and Furness Local Offer can be found at <https://fid.westmorlandandfurness.gov.uk>

Please also refer to links on the school website.