

Much of the information in relation to provision for children with special educational needs and disabilities at St Martin and St Mary C of E Primary School can be found in the school SEN Policy and SEN Information Booklet for parents (available on our website or in hard copy from the school office). Additional details are provided below.

SEN Staff

- The school Special Educational Needs and Disabilities Co-ordinator is Mrs Lisa Brockbank.
- All classroom teachers have knowledge and experience of working with children with a range of special educational needs.
- The school has 21 teaching assistants who work in a variety of roles to support children with SEND.
- Across the staff specialist knowledge includes Autism, Dyslexia, Early Literacy Support, Reading Intervention, Inference (Comprehension), sensory differences, Emotional and Behavioural Development, Smart Moves (Physical development), Speech and Language and Down Syndrome.

How do we provide for children with SEN and Disabilities?

Further to the information provided in the links above:

- Medication may be administered by staff with written permission from parents following the guidelines in the 'administration of medicine in school policy'.
- Intimate care arrangements will be discussed with parents/carers. Procedures for safeguarding will be strictly adhered to in line with the school policy. The school has disabled toilet and changing facilities.
- Much of the school building is wheelchair-accessible and there is an ongoing improvement programme including the installation of lift facilities. See the Accessibility Plan available on our school website.
- All classrooms have interactive whiteboards which allow for visual and auditory adjustment.
- School support for behaviour issues is outlined in the Behaviour Policy and Procedures.

All the policies listed above are available on request from the school office.

Additional school provision

- Breakfast club and after-school care are available every day.
- There are also a range of after-school clubs which may include running club, football club, dance academy, media club, choir, drama and others, depending on the time of year.

How do we know how a child is doing?

- The school has a detailed assessment system which tracks the progress of all children in key areas of the curriculum. This is updated termly using EYFS profiles, National Curriculum levels and PIVAT levels as appropriate.
- Targets are set for all children and more specific Individual Learning Plan (ILP) targets are set for children with identified SEN. These can also provide a measure of a child's progress.
- We may use specialist assessment and advice to inform how a child is progressing.
- This information is regularly shared with parents. An interpreter can be used if necessary.

Transition

- We have very well-established processes for preparing and supporting children as they join Pre-school, Nursery & Reception. This may include visits to home and previous settings and sharing of information about the child. There is a graduated induction to allow the child time to adjust.
- 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 SEN 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.