



Special Educational Needs Information Report

November 2024-2025



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1 Introduction

This SEND information report outlines how we identify and support children in our school to ensure that they have full inclusive access to our school education. This SEN information report should be read in conjunction with the school’s SEND Policy. The policy can also be found on our SEND

The current number of pupils on roll at St Mary’s is 315.

As of September 2024, **20.3%** of children at St Mary’s are classified as receiving SEN support, including children who have an EHCP.

The information below gives a breakdown of the previous % of children who were categorised as receiving SEN Support including those who have an EHCP:

2023-2024: 21%

2022-2023: 15.8%

2021-2022: 16.4%

2020-21: 14.8%

2019-20: 16%

2018-19: 11.8%

‘Staff have high expectations of all pupils, especially those who have special educational needs and/or disabilities (SEND)’



‘The school prioritises pupils with SEND. They ensure they are well supported through precise support plans. This means they can access the same learning as their peers. The school works with experts to ensure that pupils with SEND get the right help. Parents appreciate this and state that the school does all it can to support pupils with SEND’.

(OFSTED 2023)



‘Pupils with additional needs are served by experienced and able teaching assistants and are given challenging targets for improvement, which they reach. Excellent communication draws in families and results in pupils being at the centre of the learning process at school and in the community.’ (SIAMS 2021)



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2 Aims and Objectives of SEN/D Provision at St Mary's CEVA Primary School

Aim: At St Mary's we aim to deliver teaching and learning which enables every child, regardless of ability, to achieve his or her full potential.

Objective: In order that all children fulfil their potential, as a school we try to use our best endeavours to make sure that any child with an identified SEN/D need gets the support they need through the school's use of reasonable adjustments.

We will also endeavour to:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure the SEN and Disability Act and relevant statutory guidance are implemented effectively across the school.
- Identify and provide for pupils who have special educational needs and additional needs.
- Ensure equality of opportunity for; and eliminate prejudice and discrimination against, children with special educational needs.
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff as appropriate.
- Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for pupils recorded as having SEN Support.
- Ensure that pupils with SEN/D are perceived positively by all members of the school community, and that SEN/D and inclusion provision is positively valued and accessed by staff and parents/carers.
- Provide support and advice for all staff working with SEN/D children.
- Involve parents/carers at every stage in plans to meet their child's additional needs.
- Involve the children themselves in planning and in any decision making that affects them.
- Ensure access to the curriculum for all pupils including those with SEN/D

3 What do the parents say about St Mary's CE school and provision for SEND?

Natalie Lane, our Deputy Head and SENDCO, carries out confidential questionnaires with the parents of our SEND pupils to find out all about their thoughts and feelings about school.

Please find below a selection of quotes from the returned forms.

19) Is there anything that school could do better for me as a parent or for my child?
 I've been very impressed with support from school this year. Mrs [redacted] & Mrs [redacted] have been very good at finding ways to adapt their teaching style for [redacted] without disrupting learning for all. They have greatly reassured me. So... no 😊

Teaching and Learning:

6) My child receives an appropriate amount of help from teachers and teacher assistants, where there is the capacity to receive this support.

Agree Sometimes Disagree

Don't know.

Comment:
 Our child is making progress and we know the support of all staff contribute to this.

20) Please feel free to add any further comments:

My son has been at the school for 8 weeks, he has complex needs, I have been super impressed with the support and SEN plan put in place for him. In that 8 weeks they have already made referrals, eg OT, ed psych. They are great at recognising my sons needs and putting things in place. My son is super happy to come to school.

4 What do the pupils say about St Mary's school?

Each long term our SENDCO, carries out pupil conferencing with our SEND pupils to find out about their thoughts and feelings about school.

Please find below a selection of quotes from pupil conferencing sessions in 2024.

I like school, especially doing Gross Motor Skills group

Y2 child

In the morning I get a little extra brain break which helps me focus more in the classroom

Y5 child

I am a great learner because I listen, I help my teachers, I put my hand up to say if I am not sure, I follow the school values and rules and I have fun!

Y5 child

I like spending time in The Hive at lunchtime when I can play Uno with my friends

Y3 child

My teachers say "well done, you are great at this"

Y1 child



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5 What is the local offer?

A statutory requirement of the 2014 SEND Code of Practice is for the LA (Local Authority) to outline to parents/carers what services are available and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector to support children with SEN/D (Special Educational Needs/Disability).

As part of South Gloucestershire’s local offer the following questions and answers detail how we support the teaching and learning of SEN/D children at St Mary’s and also form the basis of our first SEN/D Information statement. This is continually reviewed and updated. If you have any thoughts or questions about this information please feel free to email our school to make contact with our SENDCO.

Further information about South Gloucestershire SEND services and the SEND Local Offer can be found on the Southglos.gov website [here](#).

SEND Local Offer
SEND Local Offer – your source of information on help and support for families and children 0-25 with special educational needs and disabilities.

- Early years and childcare
- Education and learning
- Health and wellbeing
- Social care
- Parent advice and support
- Things to do
- Young people preparing for adulthood
- Have your say

What is SEND?
Find out what special education needs and disabilities (SEND) are and what reasonable adjustments you can expect to support your child >

The SEND local offer explained >

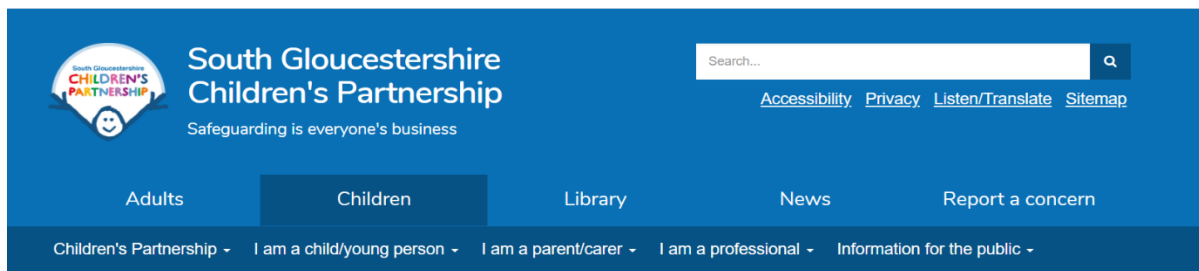
6 The 'South Glos Way' Inclusion Toolkit

As part of the South Glos Local Authority approach to SEND, '**The South Glos Way**' is a new approach to developing the provision of SEND. This has been developed by the local authority in September 2020.

The South Glos Way toolkit provides an evidence-based reference for schools and settings, following the principles of the graduated approach.

A range of professionals have contributed to the South Glos Way toolkit. These documents provide advice and guidance to help educational settings, including early years' providers, schools and specialist provisions to continue to build inclusive, enabling environments with understood processes and protocols that enable all children and young people with SEND, including some of our most vulnerable learners, to thrive.

Please click on the image below to take you to the page.



[Home](#) > [Children](#) > The South Glos Way Inclusion Toolkit

The South Glos Way Inclusion Toolkit

The South Glos Way Inclusion Toolkit

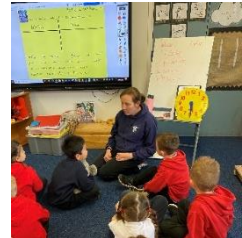


7 Who is responsible for SEN/D at St Mary's Primary School?

A team of people work together to ensure that the school follows the statutory 2014 SEND Code of Practice so that we as a school: 'Use our best endeavours to ensure that the necessary provision is made for any individual who has SEN/D.'

Each **class teacher** is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching partners (TP's) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy



The **SENDCO** will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date



SENDCO:
Natalie Lane

The **headteacher** will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision of learners with SEN and / or disability



Headteacher:
Bethan Scriven



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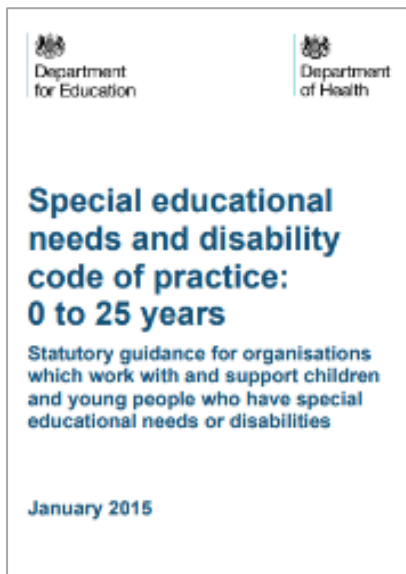
The **SEN governor** will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision within the school



SEN Governor:
Kelly Reed

You can read the full version of the 2014 Code of Practice for Special Educational Needs by clicking the image below.



8 Identification, Assessment and Provision at St Mary's Primary School

8.1 Identifying Special Educational Needs

'Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

(Definition from SEN/D Code of Practice 2014)

How does St Mary's know if my child/ren need extra help?

A child can be identified as having SEN/D (Special Educational Needs and/or Disabilities) if he or she seems to be experiencing significant difficulties accessing the curriculum in line with their peer group. A pupil may have SEN/D where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children are identified as having a Special Educational Need or Disability (SEND) through a variety of ways, including the following:

- Liaise with pre-school / previous school
- Child performing well below age expected levels in core subjects
- Concerns raised by parents
- Concerns raised by teacher
- Liaison with external agencies
- Health diagnosis

At St Mary's, rigorous monitoring of assessment information is used to identify children who may be experiencing some difficulty to ensure they continue to access the curriculum successfully. To help early identification of any area of concern, a range of evidence is collected through different assessment procedures and monitoring arrangements that we use in school, as well as regular formal discussions between the SLT, SENDCo and class teachers about the children in their class. If these sources of evidence suggest that any pupil is not making the expected progress or their needs have changed, it may be decided that additional and/or different provision is necessary. The class teacher working with the SENDCo will assess whether the child has a SEN. At times support may be requested by an external agency.

Throughout this process the school will communicate with parents and keep them informed of any concerns that we may have.

8.2 What should I do if I think my child may have a Special Educational Need?

If you have any concerns about your child's progress, you should speak to your child's teacher initially who will discuss those concerns with you and will refer you to the SENDCO if this is required. You can also speak to the SENDCO, key stage leads or Head of school if you have further concerns.

At St Mary's, we pride ourselves on building positive relationships with parents / carers and work hard to develop open and honest communication with you. We feel that working together is the best outcome to help children develop and make progress and to identify any special educational needs.



8.3 What are pupil progress meetings?

To ensure that all children's progress and achievements are rigorously monitored at the end of long term, pupil progress meetings are held between class teachers, and a member of the SLT (Senior Leadership Team) to talk about the progress of individual children in their class.

SEN pupils are also significantly talked about in these meetings and other follow up meetings may be held to discuss the progress of SEN children and to look at the effectiveness of current intervention provision which is in place.

8.4 What does it mean if my child has been identified as having Special Educational Needs?

Once appropriate assessments have taken place and following conversations between staff members and you as parents, a decision will be made on whether a pupil has a specific SEN/D need and whether they will require school based SEN support.

There are four broad areas of need that the 2014 SEN Code of Practice identifies:

- Communication and Interaction, for example autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning, for example dyslexia, dyspraxia
- Social, Emotional and Mental Health difficulties, for example attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example visual impairment, hearing impairments, processing difficulties, epilepsy

The [2014 SEND Code of Practice](#) provides further information about each of these areas.



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8.5 What does the SEN/D register mean?

The SEN/D register is a record that the school keeps to monitor the number of children who are receiving SEN support within school and who are identified as having a special educational need.

It is one of the responsibilities of the school's SENDCO to keep an up-to-date record of which children are on the register. This register is continually reviewed by the SENDCO, SLT and teachers in discussion with parents/carers and may involve some children being added throughout the year and some children being removed from the register. If a child has been identified as making good progress and has closed the attainment and achievement gap between themselves and their peers, s/he may no longer be deemed to be needing SEN support and will exit the SEN register.

8.6 How will school staff support my child if they are identified as having a Special Educational Need?

Following **first wave quality teaching**, if the achievement and progress gap widens between the individual and their peers, the class teacher may highlight the child as having a particular need or difficulty and they will be given extra support in an identified area. This will be discussed and communicated with you, the parents. This may mean that your child attends an intervention group for extra targeted support with other children in the first instance.

The progress of the children will continue to be monitored and the effectiveness of the intervention provision considered. If it is felt that the child is not making adequate progress, once interventions have been put in place, then in discussion with you, your child may be added to the school SEND register.

Children will then be referred to as receiving SEN Support. This will mean that a SEN support plan is developed in collaboration with the child, parents/carers, teachers and SENDCO, who monitors the plan. This plan will clearly show what skills and knowledge your child is aiming to develop and how these will be achieved. The amount of support that the child is given is decided and clear targets developed and shared with all members of staff who work directly with the child. This process of working is in line with the **SEN graduated approach**.

The SENDCO oversees all support and progress of any child who has additional needs across the school. The school keep a digital folder with information about each child with SEN and it is updated / reviewed regularly through Pupil Progress Meetings.

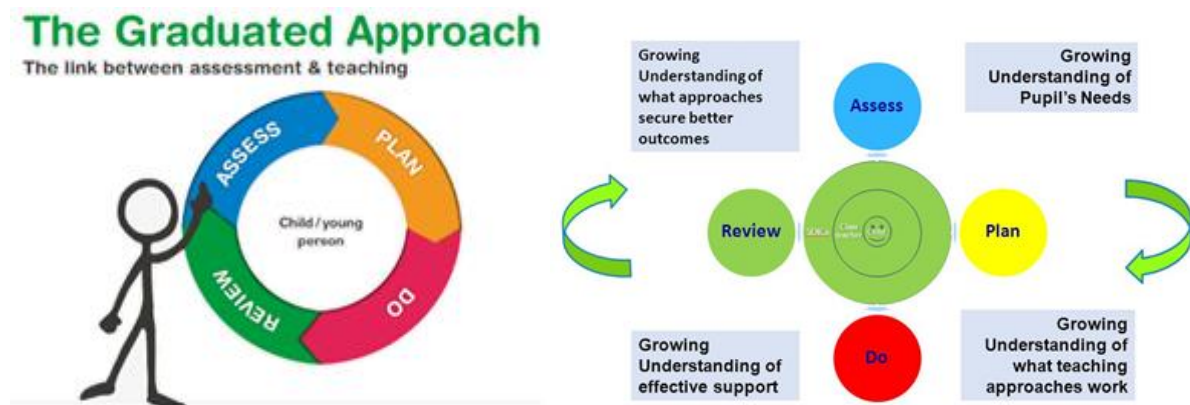
8.7 How will I know if my child is on the SEN register?

For children working significantly below the expected level in one or more areas of the core curriculum, the SENDCO will send home a letter at the beginning of the academic year advising parents that their child has been placed on the SEN Register.

The class teacher will meet with you at least two times a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. Additional meetings will be arranged as needed.

For further information the SENDCO is available to discuss support in more detail.


8.8 The graduated approach to Special Educational Needs – what does this mean?



The type of SEN support that is provided at St Mary's is known as the 'Graduated Approach'. This follows the advice set out in the 2014 SEN Code of Practice about providing the most effective support for SEN/D.

The four stages of SEN support are:

- Assess
- Plan
- Do
- Review



Assess

Your child's difficulties will be assessed so that the right support can be provided. This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records, assessments and other information. This needs to be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.



Plan

Your school or other setting needs to agree, with your involvement, the outcomes that the SEN support is intended to achieve – in other words, how your child will benefit from any support they get – and you need to be involved with that. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.



Do

The setting will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENDCO and any support staff or specialist teaching staff involved in providing support should work closely together to track your child's progress and check that the support is being effective.



Review

The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

Pupil Passport: (Name)

Photo	Class:	Disadvantaged: FSM <input type="checkbox"/> Ever 6 <input type="checkbox"/> LAC <input type="checkbox"/> Service <input type="checkbox"/>
	Teacher(s): Key Worker / Adult Support:	SEN area of need: Cognition and learning <input type="checkbox"/> Communication and Interaction <input type="checkbox"/> Social, Emotional, Mental Health <input type="checkbox"/> Physical and sensory <input type="checkbox"/>
Pupil Voice:	Teaching and Learning Approaches How I learn best:	Parent/Carer Voice:
What my strengths are & what lessons I look forward to?	Specialist/Modified Equipment	Our hopes for our child now and into the future
What I enjoy & what is important to me?	Social Communication and Understanding	Things that are going well for your child, what approaches/strategies make the biggest difference?
What my areas for improvement are?	Self-Care and Independence	Information I would like you to know....
What I wish my teachers knew....	Sensory Processing	What do they like and what makes them happy?
What my teachers can do to help me learn....		What's important for them now?
Things that have been tried and tested and do not work		

Assess, Plan, Do and Review 1

Name:	Date:	Review Date:	Current Attendance:
Current Data:	Reading:	Writing:	Maths:

Plan Targets (linked to EHCP outcomes and / or developing the whole child e.g. gross motor, SEMH)	Success Criteria (Must be measurable and given a timescale)	What are you going to do? (Interventions/Support - by whom and how often.)	Review Interventions/ Support (Has the child met their target?) Where is the evidence for this? E.g. notes from intervention groups, learning in books, observations.
		Quality first teaching Additional in class support: Intervention: Home:	Review: Next steps:
		Quality first teaching Additional in class support: Intervention: Home:	
		Quality first teaching Additional in class support:	

Feedback from parents
Next steps



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8.9 What types of support are available for children with SEN/D at St Mary's?

First and foremost the class-teacher is responsible for the provision and support for your child, through the process of quality first wave teaching.

For your child this may be:

- That the teacher has the highest possible expectations of all children, including those with SEN/D
- That different ways of teaching are in place so that your child is fully involved in learning in class through differentiated activities.
- That specific strategies (which may have been suggested by outside agencies) are in place to support your child to learn.
- That your child's class teacher carefully tracks the progress of your child and provide extra support to help them make the best possible progress, including providing intervention groups.

8.10 Intervention provision - what does this mean?

My child's teacher has said he/she will receive intervention provision - what does this mean?

If your child has a particular SEN need, sometimes small group intervention or one to one intervention is provided for your child. This may involve working with a TP (Teaching Partner) or the class teacher on a specific learning programme or looking at a specific area of the curriculum. This will be as part of the 'Do' phase of the graduated approach.

Alongside our SEND interventions, our Pastoral Support Mentors, Mrs Hayley Wishart and Mrs Jodi Soper (Y5/6), Mrs Diane Morris and Miss N Silverthorn (Y3/4) and Mrs Jen Norris (YR and Y1/2) (YR) work one to one with pupils to provide mentoring and emotional coaching.

Please note: Sometimes some children receive help in small groups or in a one to one situation with a TP or class teacher. This does not automatically mean that they are classed as SEN/D. Sometimes small group work or a quick intervention programme might be used to follow up a particular problem a child has encountered in a subject, or to check a child's conceptual understanding.

8.11 What is meant by external agencies?

My child's teacher and the SENDCO said we may have to make a referral to an external agency.
What is meant by external agencies?

Sometimes the school may seek external advice for help and support, to help a child's progress and for them to develop further. At St Mary's we have worked hard to forge a range of positive links with external agencies, which helps support the learning and development of the pupils in our care.

Additionally, should a parent/carer need further support and advice on an area of need, then the SENDCO, can make a referral to an external agency.

These services include for example:

- Speech and Language Therapy
- Educational Psychology
- Paediatricians
- Occupational Therapy
- Sensory Support Services (Hearing and Vision Impairment teams)
- Inclusion Support
- Physiotherapy Services
- Occupational Therapy
- Behaviour support
- Supportive Parents Team
- CAMHS (Child Adolescent Mental Health Service)
- Social Services
- Play Therapist
- School Health Nurse

8.12 What alternative support services can be accessed for my child with SEND?

Sometimes you may feel that you may want to engage the services of other alternative support groups relevant to the need of your particular child with SEND. At St Mary's we are happy to work alongside you to access any extra support that you may feel will be beneficial.



<https://www.supportiveparents>

Please use the link above to access the charity 'Supportive Parents', which provides information, advice and support to parents, children and young people about any type of special educational need or disability from 0-25 years who live in Bristol, North Somerset or South Gloucestershire.



Parents may also wish to seek the support of South Gloucestershire Parent Partnership Service. This is a free, confidential and impartial service for parents and carers of children with special educational needs. The Parents Partnership Service is available to give advice and to put parents in contact with other support groups. They can be contacted by email: pps@carersgloucestershire.org.uk or phone on 0800 158 3603.



Jigsaw Thornbury support children with any additional needs of disabilities, with or without a diagnosis. They run support groups, training sessions and have a lending library. Jigsaw Thornbury | For Children with Special Educational Needs - SEN Lending Library, Events, Meetings, Bristol Area and the South West. They can be contacted by email: admin@jigsawthornbury.org.uk or phone on 01454 562508.



Ofsted Report June 2014:

'Disabled pupils and those with special educational needs learn well, both when they are supported in their class and when they are working on their own or in small groups on special programmes. They know how to improve their work, which is regularly checked to make sure that they are catching up. Parents of pupils with specific difficulties are extremely positive about the way that their children are supported and the extra care that the school takes to make sure that their needs are met.'

8.13 How will the curriculum be matched to my child's needs?

At St Mary's, if your child has SEN/D, we will use our best endeavours – **that means to do our very best** – to give your child the support they need. That could include getting advice and support from specialists outside the school or by providing intervention provision which is 'different from or additional to that normally available to pupils of the same age.'

As discussed earlier, first and foremost the class teacher, through quality first wave teaching, will ensure that the needs of all learners within one class are appropriately catered for, including children with SEN/D and that lessons provide enough challenge for all groups of learners through differentiated activities.



Where it has been decided that the needs of an individual require extra SEN/D support, the child may take part in extra intervention sessions as part of a small group in the first instance. This could be to target specific areas of difficulty such as spelling, reading, and comprehension, certain areas of maths or speech and language activities.



Appropriate specialist equipment may also be given to the child to help access the academic curriculum e.g. writing slopes, coloured acetates for reading, cushions, pen/pencils grips or easy to use scissors.

8.14 Overview of St Mary's SEN/D Provision: The Graduated Approach

Quality First Wave Teaching: What we offer every child at St Mary's.

This is what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on **clear objectives** that are shared with the children and returned to at the end of the lesson; **carefully explained new vocabulary; use of lively, interactive teaching styles and a range of learning styles** (visual and kinaesthetic as well as auditory/verbal learning). Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.



School Based Support: Teachers

Following quality first wave teaching, class teachers constantly review the progress of children in their class and then may plan targeted support to help specific children make more progress in a particular area. This may involve small group interventions on a specific area of need or may sometimes involve one to one work with the TA or Teacher.



School Based SEN/D Support: Teachers and SENDCO

Following quality first wave teaching, and by monitoring very closely any initial support, class teachers review the progress of children who have been receiving any school-based interventions. If it is felt that the child is not making expected progress despite QFWT and school-based support, a child may be assessed as having a Special Educational Need and will require provision that is 'additional to and different from that which is provided for most children.' They will then be added to the school's SEN register. The SENDCO may then seek support from different external agencies. At this point a SEN support plan will be put in place in consultation with the child and parent/carers.



EHCP (Educational Health Care Plan) Assessments

If it is felt that despite receiving rigorous intervention provision, and where the school has taken relevant and purposeful action to identify, assess and meet the needs of an SEN/D child, that the child is still not making expected progress, the school or parents could make a request to make an EHCP needs assessment. An assessment takes place over a twenty-week period.



EHCP (Educational Health Care Plan)

Following a needs assessment and consultation between the Local Authority, the school and the parents, a plan may be given to a child that can run from anytime between the ages 0– 25. This will ensure that long term support is provided, and provision given to support the child into adulthood.

All agencies including education, health and social services are involved to work together for the best of the child.

8.15 What intervention provision is available at St Mary's?

At St Mary's we provide a range of different intervention provision to help children with special educational needs. Some of the intervention provision that has been provided over the last year includes:



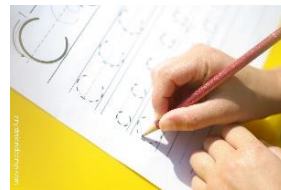
Numicon –
Maths



FUN KEY -
Maths



Phonics
Support



Handwriting
sessions



Pastoral
support



Priority
Reading



Social Skills
Groups



Nessy Online
Reading and
Spelling



NELI (Nuffield
Early Literacy
Intervention)



Speech and
Language
intervention



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9 SEN Training for staff at St Mary's

What training have the staff at St Mary's supporting children and young people with SEND had or are they having?

Natalie Lane completed the National Award in Special Educational Needs Coordination in 2022. As part of her role as SENDCO, Natalie attends any annual SEN conferences and cluster meetings to keep abreast of the latest developments and meet with other SENDCOs. Through these meetings she has developed a list of contacts we can seek advice from. As part of her role, she is also supported by the South Gloucestershire SEN/D Support Team.



The teachers and TAs (Teacher Assistants) at St Mary's in liaison with the SENDCO run a variety of different intervention programmes designed to help SEND children's schooling. Over the last few years, training has been given in areas such as Read, Write Inc. Phonics, Thrive, FUN KEY maths (a Mathematics programme), Dyslexia and Working Memory, developing independence, Boosting Reading Programme, Speech and Language training, Autism, Emotion Coaching, Team Teach and Executive Functioning. The school has signed up to The National College app which has a wealth of training and webinars on a range of teaching, learning and SEN areas which all staff can access. Depending on the needs of particular child/ren, other training programmes are available - these will be updated as and when, and the training needs of the staff are developed depending on the needs of the children at St. Mary's.



10 Communication with parents/carers

How will I know how my child is doing and how will you help me support my child's learning?



As a school we will listen to any concerns that you have about your child/ren and can set up further meetings to plan additional support depending on the nature of your concerns. We can also discuss any referrals that may need to be made to outside professionals to help support your child's learning.

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is progressing. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If necessary, we can operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- For some children, working on the EYFS Curriculum beyond their first year in school, we will continue to use Tapestry, the online journal, to report to parents.
- KS1 and KS2 teachers use an online communication app called 'Dojo' which is used to share work and achievements on children's individual profiles
- If your child has an Individual Target Plan, your child will be assessed, targets will be agreed, and your child will have opportunities to work towards achieving these targets, before they are reviewed. Parents will be given a copy of these targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled), with the expectation that the child will achieve the target by the time it is reviewed.
- We have two formal parents evenings every year and the end of school year report.
- If your child has complex needs and an Education and Health Care Plan is in place, there will be an annual formal meeting to discuss your child's progress and a report will be written that is submitted to the Local Authority.
- Teachers of children with EHCPs will meet with parents during the first three weeks of the new school term.
- As available/required, information meetings are arranged to inform and support parents of children with Special Educational Needs or Disabilities.
- Parents are invited into school for a meeting following formal assessments by external agencies.



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11 Educational Health Care Plans

The majority of children and young people with SEN/D will have their needs met at St Mary's through intervention programmes, or a modification of the school curriculum, for example through differentiated work, however some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make extra provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

More information about the EHCP process can be found on the DFE website:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>



If you would like to find out more about this process, please feel free to contact SENDCO Natalie Lane anytime via the school office:

office@stmarysyate.org.uk / 01454 867155

12 What support will there be for my child's overall well-being?

At St Mary's we are an inclusive school; we welcome and celebrate diversity.

All staff believe that self-esteem is crucial to a child's well-being. We have a caring, understanding staff team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore, this is always a parents' first point of contact.

If further support is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

Plans and Policies are put in to place for all children to access the curriculum and all other aspects of school life including trips and extra- curricular clubs if children wish to.

Children's wellbeing is considered through:



Medical needs

Please inform the school if your child has a specific medical need. It is the responsibility of the parents to provide the school with any necessary medication. Parents must ensure that medication kept in school is within date and that school is informed immediately should there be any changes.

Should a child need medication to manage a condition such as ADHD, epilepsy, diabetes, asthma or anaphylaxis, a health care plan facilitated by the school nurse will be provided for the school and necessary training to deliver the medication will be provided by the necessary professional. School staff will be trained to administer medication where appropriate.

Should a child have a physical disability and need to receive regular physiotherapy, this can be arranged through the school SENDCO as part of their SEN support plan or an EHC plan.

Special equipment for disabled children can be provided by the local authority where necessary.

Should a child need a reduced timetable in order to receive additional therapy, this can be discussed as part of the initial EHC plan meeting.

Pastoral and Social Support

As part of the weekly curriculum, the children will cover Personal, Social, Health, Education through PSHE Jigsaw sessions. These lessons will cover managing feelings, friendships, worry, coping with change, dealing with other people, grief, loss and working towards goals. It will also cover aspects of safety such as sun safety and road safety.

Our school Pastoral TA's support children when they are identified as needing more individual support and staff have dedicated time each week to do this.

Staff are trained in 'Thrive', a programme to support children's mental, emotional and social well-being. Two members of staff have completed the Thrive training and are licenced Thrive practitioners.



The Hive

We have a therapeutic space called The Hive. This space is designed to be low-arousal, and it has resources to support children displaying sensory and emotional needs. Identified children can access this for short periods of time as part of their SEMH interventions alongside a member of staff. The Hive is used as a space to run 'Community Time' from 8:40am – 9am every morning to support any children struggling with transitioning into school. It is also available at playtime and lunchtime as an environment where staff provide a calm, quiet space away from the playground and can also support children with their social skills and friendships.

Behavioural Issues

As a school we have a very positive approach to all types of behaviour with a clear management, reward and consequence system that is followed by all staff and pupils. Class teachers are trained to deal with low level disruption and mild behavioural issues, but should a child present more challenging behaviour, the school will follow the agreed behaviour policy. After any behaviour incident, we expect the child to reflect on their behaviour with an adult, using restorative conversation techniques. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Parents will be made aware that their child is disrupting lessons or displaying disruptive/abusive behaviour and small periods of exclusion (within school or away from school) may be necessary.

Incidents of concern are recorded on the My Concern Programme, reviewed by the Designated Safeguard Leads and then, when appropriate, discussed by SLT at a termly Pastoral Meeting.



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Children for whom we have a high concern are discussed at staff and pastoral meetings and may have an Individual Behaviour Plan which will be written in conjunction with the child and parents to identify the specific issues, put relevant support in place and set targets.

Children may be identified as needing additional support with their behaviour and St Mary's use a behavioural specialist, Alison Little who visits the school throughout the term. Occasionally a referral to the Behaviour Support Service or the Inclusion Support Service may also be necessary where a member of the service will come into school to carry out assessments and make recommendations for support.

13 How will my child be included in activities outside of the classroom?

Your child's special educational/medical need will be taken into account when planning school trips/camps. Staff will modify activities to include all children, however, it may be necessary to give children a different learning experience to their peers in order to best match their needs. Staff will visit all new camp/trip locations to assess accessibility should there be any physically disabled children in the cohort. Full risk assessments will always be undertaken.

Appropriate numbers of staff will accompany children depending on their age and any special educational need within the class.

Should a child have an identified need, parents may be contacted to accompany their child on the trip if appropriate.

Medications/asthma inhalers can be administered by staff whilst children are away on camps for longer than one day. Staff will also carry first aid kits and will have parental contact details for all children on the trip/camp.

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Equality of opportunity

The school does not discriminate against children on the grounds of race, gender or ability. We seek to enable children to have reasonable access to the school's curriculum and opportunity for inclusion for all.

14 How accessible is the school environment?

St Mary's main building is fully accessible by wheelchair and is all on one level. The inside of the school can be accessed via the front main entrance and a rear door also has a ramp.



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The school has two disabled toilets, one of which includes a working shower facility, the other has a changing table.

Should a child have a visual impairment, working alongside the local authority we will provide visual aids such as magnifiers, books with enlarged print, personal iPad, visualisers etc.

The school may have to identify appropriate resources to allow for the physical adaptation of the environment. This allocation will come from the central school budget.

15 How are the school's resources allocated and matched to children's special educational needs?

The Head of School and SENDCO, in discussion with Governors will identify expenditure for SEN/D resources when planning the next year's budget.

Expenditure could entail appointment of staff, covering the cost of release of staff from classroom duties, buying educational or medical equipment or the modification of the school environment for those children with physical disabilities or with an identified SEND need.

Occasionally, a statutory assessment panel from the local authority may allocate further funds to purchase specialist equipment or give additional resources and training may also be provided depending on individual circumstances.

16 How will the school prepare and support my child's transition to/from another school?

Many strategies are in place to enable your child's transition to and from another school to be as smooth as possible. These include:

Our Year Six teachers, alongside the SENDCO will prepare the Year Six children for their transition to secondary school and will be in touch with Secondary teachers/ SENDCOs to discuss individual children, should this be necessary. The SENDCO will also meet formally to hold discussions with secondary school SENDCOs.

As a parent you are also welcome to contact your chosen secondary provider and discuss any concerns you may have.

Should a child with SEN/D need an enhanced transition to secondary school, this will be arranged by the SENDCO in the first instance. She will develop a link with local Secondary SENDCOs and an earlier, more detailed induction process can be arranged. This could involve an initial meeting with parents and then several sessions in which the child can visit the school and familiarise themselves with the surroundings.

Occasionally, it may be felt that a child's special educational need may not be able to be fully met at or that an alternative, more specialised secondary placement should be sought. In this case, in



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consultation with parents and the local authority, the most suitable alternative educational setting will be discussed, and visits can be arranged.

Should a child with SEN/D transfer to an alternative setting, all records and paperwork will be sent on with them

We encourage all new children to visit St Mary's prior to starting. We liaise closely with pre-school settings, visiting these (wherever possible) before children start school.

When pre-school children are identified with SEN/D, transition meetings are arranged with the pre-school SENDCO, key worker or Early Years Area SENDCO.

All children with SEN/D are encouraged to visit St Mary's on several occasions to assist with a smooth transition. We also aim to visit them in their current school, a clear programme for transition will be developed and organised with parents/carers.

When children are preparing to leave us for a new school, typically to go to Secondary education, we can arrange additional visits.

17 Supporting Families

St Mary's has a dedicated website page for SEN/D. On this page you will find lots of information to help you understand SEN/D processes. The direct link can be found here:

[Special Educational Needs - St Mary's CE Primary School \(stmarysyate.org.uk\)](http://stmarysyate.org.uk)





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18



SPECIAL EDUCATIONAL NEEDS

SEND Report 2022-2023

At St Mary's Primary we are committed to providing an appropriate and high quality education for all the children who attend our school. We believe that every one of our pupils, including those identified as having special educational needs, is entitled to a broad and balanced academic and social curriculum, which is accessible to them.

We work hard to remove any barriers to learning which our children may experience. Our SENCo and Deputy Head, Mrs Lane, works to assist staff in identifying children who have any additional needs and to plan appropriate programmes of support, so that we can offer teaching and learning contexts which enable every child to have full access to all elements of the school curriculum.

We work with many different agencies outside school to help us meet the additional needs of some of our children and to support their families.

- Vision and Values
- Meet the Staff
- Partnership with St Helen's
- Link School, Uganda
- Results and Achievement
- Inspection Report
- Special Educational Needs**
- Pupil Premium
- Sports Premium
- Safeguarding
- Policies
- Community
- Financial Information

Information about dealing with complaints

If you have a concern about any aspect of your child's education at St Mary's, please feel free to discuss it with, your child's class teacher.

Alternatively, please email the school and make contact with our SENDCo or the Head teacher.

If necessary, the school has a policy for dealing with complaints—please ask at reception for a copy of this procedure.



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19 APPENDIX – Interventions

The school prioritises pupils with SEND. They ensure they are well supported through precise support plans. This means they can access the same learning as their peers. The school works with experts to ensure that pupils with SEND get the right help. Parents appreciate this and state that the school does all it can to support pupils with SEND. (OFSTED 2023)

St Mary's Church of England school is an inclusive school and offer may the following range of provision to support children with SEND.

Strategies to reduce anxiety/promote wellbeing (including communication with parents)

- Open door policy by Headteacher, Deputy Headteacher, Key Stage Leads, SENDCO and all teaching staff (as available) throughout the day.
- Pastoral Support run by experienced Teaching Assistants (TAs) who support vulnerable children. Children are able to approach them independently, parent/carers can request support for their child, or the HT/Key Stage Lead/CT/TA may suggest that the child has an informal chat with them.
- Intervention from the Inclusion Support Service and Behavioural Support Service who are available to support children with friendship issues, improving self-esteem and developing children's confidence. An experienced Higher Level Teaching Assistant is now able to deliver these sessions.
- 1:1 / small group Thrive sessions, Resilience Lab, Emotion workshops to support children's SEMH.
- Play leaders from Upper KS2 support the KS1 children in the playground.
- Educational Psychologist works closely with referred children and their parents/carers and provides ongoing support in the form of school-based assessments and meetings and regular telephone conversations.
- Collaboration and communication with all external professionals involved with the children, as appropriate, e.g. hospital consultants, GPs, Children and Adolescent Mental Health Practitioners.
- 1:1 Counselling Sessions
- All staff have up to date training in child protection and safeguarding of children.
- Mental Health and Resilience Training
- Information about South Glos Parent Voice displayed in school office window and leaflets readily available.
- Medical training as needed e.g. Epi pen training
- Referral to School Nurse
- Loan of sensory equipment from Jigsaw - Thornbury
- Thrive strategies
- PSHE scheme Jigsaw followed across the school
- Behaviour specialists from the Inclusion Support Team and Behaviour Support Team

Strategies to support/develop literacy including reading:

- Small group reading support in class through guided reading
- Individual reading support, out of class from TPs or volunteers.
- Additional small group literacy support in class from class teachers and TP's.
- Provision of resources to aid writing to include high frequency word lists, phonic sound mats, writing mats, writing frames, finger spacers, writing slopes, pencil grips, etc.
- Out of class targeted support for individual or small groups delivered by experienced TP
- Early Literacy Support run by experienced TP.
- Joined handwriting
- Nessy Phonic computer programme.
- Precision Learning approach
- Coloured acetates to support dyslexic readers
- Regular dyslexic professional training for all staff.
- Reading Partners
- If considered appropriate a dyslexic screening using Nessy programme
- Time To Talk
- Phonic Groups
- Online Spelling Frame access for all children in KS1 and KS2
- NELI (Nuffield Early Literacy Intervention) for children in Reception
- Clicker – IT programme to support children to complete writing tasks

Strategies to support/develop numeracy:

- Targeted small group in class support
- Out of class - small groups or individual children for additional targeted numeracy support.
- Pre-Learning
- Use of resources, including Numicon.
- Staff training – use of pictorial methods
- Advancement of more able pupils through targeted teaching.
- FUN KEY maths programme
- TT rock stars
- Staff training in Dyscalculia

Strategies to support/modify behaviour:

- Consistent whole school implementation of the school's behaviour policy.
- SEND registration of those children whose behaviour difficulties are persistent and constitute a barrier to their learning.
- Behaviour Plan regularly discussed with child and monitored with parents.
- Behavioural Reward charts

- Referral to Access and Response Team
- Early Help Assessment Plans (EHAP's) to support staff to collaborate with children, families and external agencies
- Referral to Family Intervention Support Service
- Referral to Child and Adolescent Mental Health Service
- Assessment by Educational Psychologist
- Communication with GP's / Paediatrician's where appropriate
- Assessment and support from the Behavioural Support Team
- Introduction of playpod at playtimes.
- OPAL project for developing playtime outside
- Professional Development for all staff – Attention Deficit Hyperactivity Disorder, Autistic Spectrum Disorder.
- Adult facilitates 'Movement Breaks'
- Behaviour specialist – from the South Gloucestershire Inclusion Support Service and Behaviour Support Service
- Opportunities to use the Thrive Room
- Social Skills programmes/support including strategies to enhance self-esteem:
- Time To Talk
- In school Pastoral Support (KS1 and KS2)
- 1:1 Counselling
- Lunch Time Club in The Hive
- Intervention from the Inclusion Support Service who are available to support children with friendship issues, improving self-esteem and developing children's confidence. An experienced Higher Level Teaching Assistant is now able to deliver these sessions.
- JIGSAW PSHE Programme taught.
- Thrive programme to support at whole classes and identified small groups / 1:1 sessions
- Referral to Child and Adolescent Mental Health Service (CAMHS)
- Referral to the Family Intervention Support Service
- Celebration Assembly – in and out of school achievements.

Access to a Supportive Environment- IT, equipment, resources

- Visual support to enhance understanding and facilitate access to the school environment and learning.
- Pre teaching of concepts and vocabulary to enhance learning.
- Use of Interactive whiteboards
- Access to computers / laptops
- Adaption to environment through installation of more disabled toilets, ramps, showering facilities, etc, to accommodate needs.
- Purchase of additional specialist equipment to address individual needs e.g. Physio resources including trampoline, changing bed.
- Individually tailored visual support packages for specific children including individual timetables and behaviour cue cards.

- Provision of resources to enhance independent learning including sand timers, easy grip scissors, finger spacers, writing slopes, phonic sound mats and high frequency word lists, etc
- Dual language signs in classrooms (as appropriate)
- Loaning of equipment from Jigsaw, where appropriate
- Strategies/programmes to support speech and language:
- Assessment by and intervention from a trained Speech and Language Therapist.
- Provision of small group speaking and listening skills - Time To Talk,
- Delivery of individual/ small group speech and language therapy programmes, as directed by Speech and Language Therapist.
- Language development programme - Narrative Therapy, Language for thinking, Colourful Semantics, NELI (EYFS)
- Support for children with English as an additional language either individually or in small groups.
- Support and advice from EMTAS.
- Access To strategies/programmes to support occupational therapy/ physiotherapy needs:
- Assessment by and intervention from an Occupational Therapist (OT)/ Physiotherapist.
- Implementation of individual OT/Physiotherapy support and intervention programmes by allocated school staff, trained as appropriate for children in receipt of services.
- Training of individual members of staff by the OT/Physio service in the delivery of individual OT and physio programmes
- Fine motor skills group
- Gross motor skills group
- Individual sensory programmes
- Provision of specific resources and equipment.
- SMART Moves used as an intervention with identified children

Mentoring Activities:

- Use of talk partners during whole class and group learning sessions.
- School Council
- Play leaders from Upper KS2 support play in KS1.
- Reading Partners.
- Friendship activities through Pastoral work with TP's
- Buddy system – Y6 with a YR

Provision to facilitate/support access to the curriculum:

- Small group work in class delivered by class teacher/TP.
- Additional support from allocated TP's for children with EHCPs.
- Facilitate access to learning through the appropriate differentiation of tasks and activities.
- Provision of specialist equipment or modified resources.
- Extensive use of visual support.

- Implementation of strategies and programmes devised by the educational psychologist, occupational therapist or physiotherapist.
- Makaton training
- Individual workstations
- Writing frames, sentence starters
- Chunked learning

Strategies/support to develop independent learning:

- Provision of individual/visual timetables
- Provision of sand timers
- Overlays to support Dyslexic children
- Word mats
- Keyword lists
- Pre-teaching of new concepts and vocabulary
- Individual success criteria
- Resources including finger spacers, writing slopes
- Access to a range of practical resources e.g. numicon, unifix, dictionaries, etc
- Clear understanding of children's needs and consistent expectations.
- Support/supervision at unstructured times of the day including personal care:
- Trained lunch break supervisors supporting in the lunch hall and outside.
- Play leaders initiating and supporting activities in the playground.
- Individual lunchtime and playtime supervision where specified in an EHCP.
- Support by individual members of staff for children with special personal hygiene requirements.
- Targeted support and supervision in the outdoor areas for children with disabilities.
- OPAL project

Planning and Assessment:

- Provision maps, showing the support that each child has received.
- Individual Target Plans for all SEND children on the register, using the Assess, Plan, Do, Review model.
- Differentiated learning activities shown on planning.
- Advice or guidance given by external professionals supporting individual children, incorporated into planning.
- Record of progress and learning recorded on TAPESTRY, online learning journal, for children in KS1 with an EHCP.
- Red books for identified children to work on Targets and show progress



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Liaison/communication with professionals/parents, attendance at meetings and preparation of reports:

- Completion of SAF form to identify all needs of a child/family
- Team Around the Child meeting when child's/family needs are assessed as significant.
- Referral to Access and Response Team
- Home visits from Behaviour Team
- Regular communication and information sharing with extensive range of external agencies.
- Regular progress meetings with parents/carers
- Sharing of professional reports with parents
- Implementation by school staff of recommendations made and strategies devised by external professionals to support children and/or their families.
- Annual review of EHCPs, including written report, meeting summary and costed provision map.
- Information afternoon/evening meetings as needed e.g. Dyslexia, Parent's Voice

Access to Medical Interventions:

- Information sharing between school nurse and HT/Deputy/Class Teacher and SENDCO.
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school, and draw up care plans, where appropriate.
- Staff training in the administration of support and /or medication for conditions including epilepsy, diabetes and Epipen use. (as appropriate)
- Liaison with medical professionals who provide ongoing treatment to children in school.
- Photographs of children with significant medical conditions are discretely displayed in the staff room, kitchen and Lunch Break supervisor's cupboard. Information is displayed regarding their medical condition, where relevant.
- Implementation of risk assessments.
- All Teaching staff and TAs trained in First Aid.