



Special Educational Needs Information Report 2023-2024

Our vision is to enable all to flourish.

Status and review cycle: Statutory
Responsible group: The school
Next Review Date: September 2025

Signed by Headteacher: *Jo Woolley*

Signed by Chair of Governors: *Elizabeth Durning*

Date: 1st October 2024

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of St Mary's Church of England Primary School and will be published annually on the School's website. The report will be updated annually to reflect the changes and plans within the school

School Context

Children on the Gloucestershire Graduated Pathway (GGP) 2023 -2024		
	<i>School</i>	<i>National</i>
% of children on GGP	24.%	17.1%
% School Support	20.9 %	14.1%
% with Education, Health, Care Plan	3.2%	3 %

1 The type of SEN provision

The SEN provision that the school caters for is:

- Communication and Interaction - including children who have speech, language and communication difficulties.
- Cognition and Learning e.g. specific learning difficulties such as dyslexia
- Social, Mental and Emotional health – including behavioural issues
- Sensory or/and Physical needs e.g. visual impairment, hearing impairment, physical disability

The school's Accessibility Plan can be found here:

https://www.stmarystetbury.com/articles/docs/policies/Signed_Accessibility_Plan_and_Audit_Feb_2023.pdf

2. The school's policies

2.1. *The school's policy for identifying and assessing people with SEN is displayed on the school's website.*

The SENCO is Judith Selwood and can be contacted on senco@st-marys.dgat.org.uk

2.2. *The school's approach to evaluating the effectiveness of the provision for pupils with SEN:*

The SENDCo, SEND Governor, Headteacher and SLT regularly monitor and evaluate the quality of provision for all pupils. This will be measured through:

- Analysis of data from formal assessments carried out throughout the year. Data and levels from these assessments are recorded in line with Early Years and National Curriculum requirements.
- Progress against national data and based on age and starting points
- Interventions baseline and exit data

- Pupil progress meetings are held between teachers, the Headteacher, Deputy and SENCo.
- Progress against individual targets
- Work scrutiny
- Pupil conference
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

2.3. *The arrangements for assessing and reviewing the progress of children and young people with SEN.*

When a child is identified with SEND, the school will act to remove barriers to achievement and put effective provision in place following the four-part cycle known as the graduated response:



Assess

The pupil's attainment and progress will be reviewed regularly against their individual targets, in comparison to their peers and national data. We will also review the effectiveness of the support and interventions and their impact on the pupil's progress. The pupil's views, parents' views and advice from any external support services will be considered. This analysis will be ongoing to ensure that support and intervention is matched to need.

Plan

Planning will involve consultation between the teacher, sometimes the SENDCo, parents and child to agree the adjustments, interventions and support that is required; the impact on progress and a clear date for review. This will be recorded on an Individual education plan called a My Plan. This plan will be shared with all appropriate staff, parents and child.

Do

All teachers are teachers of SEND and therefore will remain responsible for the teaching and learning of the child on a daily basis and for their progress. The teacher will also oversee that any additional learning aids are used appropriately and that interventions and support are managed appropriately. This will be with support and advice from the SENDCo.

Review

My plans are reviewed at least 3 times a year. The review process will evaluate the impact and quality of the support and interventions and record this on the My Plan or My Plan +. It will consider the views of the pupil and their parents. This will inform the planning of the next steps for further support or where successful the removal of the pupil from SEND support.

My Assessment/ My Plan +

If a child continues to fail to make progress after the above intervention or has more complex needs a My Assessment will be undertaken. This will bring together all information about the child and their needs from school, the child, parents and outside agencies. There will then be a Team Around the Child (TAC) meeting to discuss their needs and further outcomes and support will be discussed and recorded in a My Plan +. This will follow the same graduated response cycle of assess-plan-do-review. Targets for My Plan + children will be reviewed at least 3 times a year.

EHCP

A minority of learners may need further support due to the severity of their needs. It would then be appropriate to apply to the local authority for an Education and Healthcare Plan (EHCP). If issued this provision will provide additional support and guidance to meet the needs of the pupil. This provision will be reviewed annually in line with statutory regulations. Children with an EHCP will also have a My Plan+ which will be reviewed at least 3 times a year. Children's progress is continually monitored by class teachers who quickly identify children who are not making enough progress or have other needs, which are affecting their ability to engage in learning.

3 School's approach to teaching

The school's approach to teaching pupils with SEN (including pupils who do and do not have an EHCP).

3.1 by adapting the curriculum, equipment and learning environment is:

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and are differentiated appropriately. My Plans, targets and behaviour plans are considered by staff when planning lessons. The child's class teacher will take steps to provide adapted or differentiated learning opportunities, materials and equipment to aid the child's progress, so that they can fully participate in whole class learning alongside their peers.

3.2 with additional support for learning is:

Most children will access learning with their peers. Occasionally, children may need an adapted curriculum or bespoke learning opportunities. These children will be identified through discussion between class teachers, support staff, parents and the senior leadership team. Class teachers will continue to be responsible for providing these learning opportunities and the progress of these children.

3.3 through activities available to pupils with SEND in addition to those available through the curriculum is:

Specific group work:

- These groups are called intervention groups.
- They can be run in the classroom as part of a lesson, or outside in addition to the main lesson.
- They can be led by a teacher or teaching assistant.
- Each group will have a specific learning outcome.
- These groups will use evidence-based interventions or focus on a skill identified as a need through observation of work.

Specific Individual Support

- This can be provided within the classroom. On occasion it may be necessary to provide this outside of the classroom (e.g. to work on a specific 1:1 intervention).
- This level of support is usually provided by an Education, Health and Care Plan (EHCP), though other children may be supported in this way as needed (e.g. whilst waiting for an EHCP to be issued.)
- Children who receive this level of support have been identified by the class teacher, SENDCo and outside agencies as needing a particularly high level of support. Children with SEN are entitled to share the same learning experiences as their peers.

3.4 through improving the emotional, mental and social development of pupils with SEN is:

The school SENDCo and Pastoral Lead work closely together to monitor the emotional needs of SEN pupils and to provide appropriate interventions. E.g. Nurture Room, ELSA support, social skills groups or referral to outside agencies e.g. Young Minds Matter.

4 The School's facilities

4.1 *The school's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained:*

- The environment is adapted to the needs of pupils as required. There is wheelchair access to the main part of the school, ramps to Key Stage 1, a disabled parking bay, disabled toilets and changing facilities.
- Individual plans identify resources required and these may be sources through EHC funding or through the school SEND budget. Specialised resources are sourced through external support agencies such as Occupational Therapy.

5 The School's training

5.1 *The school's arrangements for training staff in relation to pupils with SEN is:*

Training needs are identified through monitoring and in response to the needs of SEN pupils. Training may take place during in-service days, staff meetings and/ or targeted towards the staff working with particular children.

5.2 *Specialist expertise is obtained by the school by:*

- Utilising current staff expertise to lead training sessions.
- Commissioning outside agencies to provide staff training e.g. Advisory Teaching Service.
- Attending training courses provided by the local authority, health service and independent providers.

In 2023- 2024 Staff Training included:

Who	What	Delivered by
All Staff	Safeguarding	Designated Safeguarding Lead
Teaching Staff	Supporting children with attention and concentration difficulties (including ADHD) in the classroom.	Advisory Teaching Service.
Foundation Stage / KSI	ELS phonics training including intervention training	ELS Phonics
Deputy Head SENDCO	Team Teach - KSI and Early Years	SAND training and outreach
Named Staff	Diabetes Training	Diabetes nurse
Named Staff	ASD level I	Advisory Teaching Service
SENDCo	National and Local updates	Cluster Meetings / Cluster forums/ DGAT cluster
ELSA TAs	ELSA Supervision	Educational Psychology Service

6 **The School's consultation**

The school's arrangements to consult with and involve:

6.1. *parents of pupils with SEN about the education of their child is*

Through My Plan/ My Plan +and EHCP review meetings – either in person, on TEAMs or via the telephone. These will be held at least 3 times per year. Additional meetings may be held as necessary.

6.2. *pupils about their education is:*

- Through continual feedback about what is going well and what the child's next steps will be.

- Through My Plan/ My Plan + and EHCP meetings. Children's views are sought either before the meeting or during the meeting. These views are recorded on the plan.

7 The School's Partnerships

7.1. *The school's governing board involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:*

- Referring to appropriate agencies for advice and support in consultation with families.
- Providing spaces for assessments and therapies within school.
- Following advice and recommendations from outside agencies.
- Seeking general advice and training from support services to support whole school SEN provision.

In 2023 -24 the school worked closely with:

- The Educational Psychology Service
- The Advisory Teaching Service including teams for Communication and Interaction; Cognition and Learning and Social, Emotional and Mental Health.
- The Speech and Language Therapy Service
- The Occupational Therapy Team
- The School Nurse
- The Virtual School
- Young Minds Matter
- Teens In Crisis
- Play Therapy
- Children and Adolescent Mental Health Services (CAMHS)

7.2. *The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:*

We work closely with the Virtual School to develop targets and provision for these pupils.

The Designated Teacher for Children in Care is Mrs Calabria

h.calabria@st-marys.dgat.org.uk

7.3. *The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:*

Pre-schools

At St Mary's we work closely with pre-schools to understand the needs of individual children before they begin school. The SENDCo, Pastoral and Inclusion Lead and Early Years teachers meet with pre-school staff and attend review meetings for children already identified as having SEND.

Secondary/ New School

When children move to a new school we will share information with the receiving school. Year 7 teachers meet with the class teachers, SENDCo and pastoral and Inclusion Lead to discuss individual pupil needs. The child will have an induction suited to their needs e.g. visiting the school for extra sessions with the support of a TA.

7.4. *The school collaborates between the following education providers and other settings:*

We routinely collaborate with:

- St Mary's Playgroup
- Tetbury Nursery Playgroup
- Tigger's Nursery
- Sir William Romney School
- Malmesbury School

We will work with other providers as needed by individual children.

8 The School's key contacts

SEN co-ordinator: Miss Selwood

senco@st-marys.dgat.org.uk

01666 592275

The contact for complaints from parents with pupils with SEN:

We urge parents/carers with any concerns regarding SEND policy or provision made for their child to speak to us as soon as possible; in the first instance to the child's class teacher. If the parents, then feel the child's needs are not being met they should make an appointment to see the SENDCo and if required the Headteacher.

admin@st-marys.dgat.org

The school's complaints policy can be found here:

https://www.stmarystetbury.com/articles/docs/policies/DGAT_Complaints_Policy_August_23.pdf

9 The School's Link to the Gloucestershire Local Offer

Information for the Local Offer for Gloucestershire and the school's contribution to the Local Offer is available at

[GloSFamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#)

The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: September 2025

Signed

SENDCo *JE Selwood*

Headteacher *J Woolley*