



St Mary's Church of England Primary School

To inspire curious and resilient learners who flourish in the world God has created

SEND Information Report

Date:	November 2024
Author:	Mel Collier
Review Date:	September 2025
Changes:	Change to Assistant SENDCo – Viv Hobbs Addition of the following sentence under the resourcing section: "When possible, we apply for funding and grants to support with any specific projects we may have e.g. the development of our sensory pod." West Sussex Local Offer Website updated to new link. The addition of "Ahead of these meetings, parents are invited to complete the 'Family Input Form' with any information that they would like to share about their child." to the <i>How do we consult parents of pupils with SEND and involve them in their child's education?</i> section as well as "Please see our SEND Parent Involvement Policy for more information".
Review Date:	September 2026

Changes:	Removal of 'by completing a One Page Profile with the child' as this now forms part of the ILP document. Changed to "update the class SEN folder with key information" 'Nurture Classroom' replaced with 'Two designated rooms to offer enhanced provision for up to 12 children' SENDCo - NPQ now completed and is also a qualified Positive Handling Trainer. Topics added to training: De-escalation strategies, Positive Handling Addition of: Please also see our school's 'Directory of Support' document for further suggestions. Addition of Enhanced Provision Team meetings
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The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014) definition of SEND:

A child has special educational needs if he/she has a learning difficulty that calls for special provision to be made. A child has a learning difficulty if they have:

- a significantly greater difficulty learning than the majority of children of the same age.
- a disability which prevents or hinders the child from making use of educational facilities of the kind generally provided for children of the same age in mainstream schools.

A child with additional needs is NOT considered to have SEND if:

- the language spoken at home is different from the language used in school i.e. English is not their first language.
- the child has exceptional abilities i.e. is gifted and talented

This report should be read alongside our SEND Policy.

What types of SEND do we provide for?

Our school currently provides additional and/or different provision for the four broad areas of need listed in the SEND Code of Practice. These include:

- **Communication and interaction**, for example, autistic spectrum disorder (ASC), speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyscalculia

- **Social, emotional and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD), trauma and attachment difficulties, anxiety, ASC
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy, dyspraxia

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

How do we identify and assess pupils with SEND?

Staff working with pupils identify those who have a special educational need by regularly monitoring children using methods such as:

- Continual teacher assessment
- Observations
- End of term assessment results
- Screeners and questionnaires
- Termly pupil progress meetings
- Progress from their starting points

If we notice that your child appears to be having any specific difficulties, or is not making the expected progress, we would share our concerns with you. However, slow progress and/or low attainment will not automatically mean a pupil has SEND.

Equally, if there are any issues or concerns that you would like to raise, we would encourage you to share them with us. Initially, the person to do this with is your child's class teacher, however, if it is appropriate, a member of the Inclusion Team will also become involved.

Our aim is to work closely with you, developing an open relationship based on trust and respect that will provide the best opportunities for us to support your child.

Who is our SENDCo and how can he/she be contacted?

Our SENDCo is Mrs Jaimie Beach, supported by Mrs Viv Hobbs (Assistant SENDCo). Mrs Collier is Inclusion Lead. They can be contacted by telephone on 01342 323858 or by email senco@stmaryseg.co.uk.

What is our approach to teaching pupils with SEND?

Quality First Teaching is our first step in responding to pupils who have SEND. 'Every teacher is a teacher of SEND', therefore teachers are responsible and accountable for the progress and development of all the pupils in their class. The majority of learning will be through a broad, and balanced curriculum, in a whole class environment. This will be adapted for individual pupils using the West Sussex OAIP document.

When necessary, pupils will receive additional support in small groups or one to one. This may happen within the classroom or out of the classroom depending on the nature of the intervention. Any interventions will be planned carefully and reviewed after an agreed amount of time to assess the impact.

How do we adapt the curriculum and the learning environment?

Teachers demonstrate high expectations for all learners. We share a mindset "What works for one, works for all" and therefore, all provision listed on our 'Inclusion Essentials' document (please see appendix A) can be found in every classroom across the school. These adaptations are particularly beneficial for our pupils with SEND.

We are firm believers in equity rather than equality and will provide individuals with a personalised approach which equips them with what they need in order to be successful. This may include the use of technology to record written work or the use of sensory aids such as ear defenders or listening aids.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

We will make any reasonable adjustments that we can to ensure all children are involved in all aspects of school life, including our extensive educational visits programme.

We have a positive attitude to inclusion and work with a range of professionals who are able to support us with advice. Parents and carers are always consulted on the specific arrangements for their child.

How do we consult parents of pupils with SEND and involve them in their child's education?

We aim to work closely with parents and provide them with all relevant information about their child.

As well as annual reports and termly parent consultations, we have an 'open door policy' and offer and encourage communication through e-mail, telephone calls and scheduled meetings. Parents are welcome to arrange a meeting to discuss their child's needs through the class teacher, school office or SENDCo email address.

During our termly ILP meetings, parents have the opportunity to meet with both the class teacher and a member of the Inclusion Team to set clear targets for their child and review the progress towards them. Ahead of these meetings, parents are invited to complete the 'Family Input Form' with any information that they would like to share about their child. Where possible, parents are encouraged to attend consultations involving outside agencies and parent views are sought.

More informal communication is shared regularly through the school newsletter and social media page so parents can keep up to date on the curriculum and any special events at school. We hold a half-termly SEN Forum giving parents a chance to chat informally to members of the Inclusion team, as well as receive some input on a selected topic from either school staff or an outside speaker.

Please see our SEND Parent Involvement Policy for more information.

How do we consult pupils with SEND and involve them in their education?

Pupils' views are gathered through class forums, small group discussions or 1:1 pupil voice. Children are spoken to regarding their progress and their views are sought about their difficulties and what they would find helpful in order to overcome these difficulties.

At the beginning of every year, the new class team get to know each child on the SEN register and update the class SEN folder with key information that can then be shared with any unfamiliar adults working with the class. This is to ensure that classroom provision and strategies can be kept consistent for the pupil even when the class team may be different for a short period of time e.g. supply cover for illness.

In addition to this, pupil views may be sought ahead of meetings with outside agencies such as LBAT or the ASC team and depending on the age and need of the child, they are often invited to share work at an EHCP Annual Review.

How do we assess and review pupils' progress towards their outcomes?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- Results from any screeners or questionnaires
- Comments or examples of work made by staff in the pupil's ILP book
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed at:

- Termly Pupil Progress Meetings
- Termly Individual Learning Plan meetings
- EHCP Annual Reviews

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

What are the arrangements for the admission of pupils with disabilities?

The admission of pupils with disabilities is considered in line with the Admissions Policy which can be found on the school website. Further considerations are made in the light of need and accessibility. It is the policy of the governing body to accommodate pupils with disabilities should parents wish.

We are committed to making reasonable adjustments to include and support all learners. Adaptation is embedded in our curriculum and daily teaching practice and we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those with disabilities. Staff organise human and physical resources within the school, and make reasonable adjustments, to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities include:

- Wheelchair access at all entrances and sections of the school.
- Two designated rooms to offer enhanced provision for up to 12 children
- A variety of spaces for intervention groups
- Routes to the main entrance are clearly signed and free from obstructions.
- Hygiene room incorporates a changing table, hoist, disabled toilet and pull-cord alarm to the main office.
- Disabled parking is available at the main entrance
- Carpeted classrooms to aid hearing impaired pupils' learning.

Please see the Accessibility Plan for further information.

How do we support pupils moving between different phases of education?

Good transition arrangements are crucial in preparing children and families for moving from one phase of education to another.

As we do not operate a catchment area, children join Reception from a wide range of settings and we have worked hard to develop close links with all of our Early Years providers. We liaise with them when children move from Early Years settings to our school. If necessary, we will arrange additional transition meetings both at the setting and at school. Home visits also form a vital part of our transition to Reception as well as our initial 'stay and play' sessions in September. If additional support is required or a longer period of part-time sessions, this will be planned in a bespoke way.

Full and thorough transition meetings are held during the Summer term for children moving on to Secondary school. For our children with SEND, these meetings involve both the Heads of Year and the SENDCo to share as much information as possible about each child and to enable the transition to go as smoothly as possible.

Both of our feeder secondary schools offer an enhanced transition programme for pupils we feel would benefit from additional visits to their new school.

On a whole school level, transition booklets are created to support pupils when moving on to a new class within the school. Children have opportunities to think about transition as part of our 'Safeguarding my Future' curriculum. Each child takes part in a Transition Afternoon with their new teacher, and further opportunities to meet with the new class team are provided for children who need them. Information about pupils is shared through carefully planned transition meetings between teachers.

How do we support pupils with SEND to improve their emotional and social development?

We are a church school with our Christian ethos and values at the heart of all we do. We aim to help all children to thrive and give them the opportunity to grow within a nurturing environment. Our policies and practices are based on the principles of Therapeutic Thinking in which our staff have received training.

Our Behaviour Curriculum (which includes the Zones of Regulation programme) aims to teach children the valued behaviours we would like to see at our school. We also have a detailed behaviour policy linked to our core values, which focuses on positive rewards and praise, reinforced by appropriate educational/ protective consequences if necessary. This can be found on our school website.

For the majority of our children, the behaviour policy and curriculum work hand in hand to support their emotional and social development. For some children, additional support is required. This may be in the form of an individualised behaviour plan or interventions with one of our trained learning support assistants. These interventions may include 1:1 ELSA sessions, Lego Therapy or a social skills group as well as Be the Jellyfish.

In addition to this, we now offer two enhanced provision groups known as 'The Burrow' and 'The Hive'. Here, children have the opportunity to learn within a small group in a calm, nurturing environment. They work towards specific targets before reintegration into their classroom when they are ready.

What expertise and training do our staff have to support pupils with SEND?

Both our Inclusion Lead and SENDCo hold Qualified Teacher Status. Our Inclusion Lead has achieved the National Award for Special Educational Needs Co-Ordination. Our SENDCo has completed her NPQ for SENDCos and is also a qualified Positive Handling Trainer.

They attend Local Authority briefings, training and locality meetings. Regular meeting slots for both teachers and support staff are timetabled into the academic year in order to cascade this information to the whole staff team and share key updates. Alternatively, the training sessions may be delivered by a member of the Inclusion Team or by outside agencies such as LBAT, ASCT or another West Sussex Advisory teacher.

Recent training has included:

- OAIP (Ordinarily Available Inclusive Practice)
- Therapeutic Approaches
- ADHD and ASC

- Dyslexia Support
- Trauma and Attachment
- Sensory Processing
- Precision Teaching
- Zones of Regulation
- Communication Approaches
- Language approaches - Declarative Language, PACE
- De-escalation strategies
- Positive Handling

to name a few.

In addition to this, individual staff may undertake specific training depending on the needs of their cohort, groups they are working with or role within the school. We have two staff who have completed the ELSA (Emotional Literacy Support Assistant Training), three staff who are trained to run Lego Therapy and three who are trained to deliver Therapeutic Thinking to others.

How will we secure specialist expertise?

Advice is often sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental consent has been obtained. Some of the outside agencies that we work closely with include:

- West Sussex Learning and Behaviour Team (LBAT)
- West Sussex Autism and Social Communication Team (ASCT)
- West Sussex Educational Psychologist Service (EP)
- West Sussex Speech and Language Therapist (SALT)
- Child Development Centre (CDC)
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- West Sussex Ethnic Minority and Traveller Achievement Service (EMTAS)
- Alternative Provision Centre Outreach support
- Integrated Front Door - referrals for Enabling Families/Early Help plans
- West Sussex Fair Access Team
- Virtual School for Looked After Children (CLA)

Where possible, we ask that parents attend Consultation and Review Meetings or Consultations with the agencies listed above. This enables the professional to obtain a clear understanding of the child's needs and advice can be offered for both home and school.

How will we secure equipment and facilities to support pupils with SEND?

The school uses its own budget to provide the majority of resources and facilities needed to provide for the pupils. Some specific resources are provided by West Sussex County Council, i.e., specialist equipment to support children with significant physical difficulties. We are also able to request additional funding if a child has an EHCP or is a CLA.

When possible, we apply for funding and grants to support with any specific projects we may have e.g. the development of our sensory pod.

What support services are available to parents?

- NASEN <http://www.nasen.org.uk/>
- West Sussex Local Offer: www.westsussex.local-offer.org
- West Sussex Parent Carer Forum: www.wspcf.org.uk
- West Sussex SENDIAS [SENDIAS Home Page - West Sussex SENDIAS Service](#)
- Amaze (for families of children and young people with SEND) www.amazebrighton.org.uk
- West Sussex SPoA (for emotional health and wellbeing support) [West Sussex Single Point of Access \(SPoA\) :: Sussex Partnership NHS Foundation Trust](#)
- Spurgeons Charity [Spurgeons Charity | Home](#)

Please also see our school's 'Directory of Support' document for further suggestions.

How do we evaluate the effectiveness of our SEND provision?

We are constantly evaluating our SEND provision in order to make improvements and changes to best meet the needs of our children.

Examples of how we might evaluate the effectiveness of our SEND provision include:

- Termly Pupil Progress meetings
- Staff meetings including SLT, Inclusion Team, Enhanced Provision Team

- Learning Walks and Observations
- Parental Feedback/ Pupil Voice
- Termly meetings with the SEND Link Governor

How do we handle complaints from parents of children with SEND about provision made at the school?

It is in everyone's interests for complaints to be resolved as quickly as possible and at as low a level as possible. Our SEND complaints procedure follows the school's complaints procedure and a full version can be found on our school website.

Initially, the class teacher will deal with the complaint. If the matter remains unresolved, please refer the complaint to the SENDCo. If there is no resolution, the Head teacher will become actively involved.

If the matter is still not resolved, you should put your complaint in writing to the Chair of Governors. The Governing Body will deal with the matter through their agreed complaint resolution procedures. In the unlikely event that the matter is still not resolved, you can then take the complaint to the Local Authority or request independent disagreement resolution. We will make further information available about this process on request.

Where there are specific complaints about the EHCP/Statement procedures or about the content of an EHCP/Statement these should be referred to the Local Authority. This is in accordance with the SEND Code of Practice (2015).

Where can the Local Authority's local offer be found?

West Sussex County Council's Local Offer can be found at:

[Local Offer - West Sussex County Council](#)

St Mary's SEN Categorisation

Support 1 Provision Map	Additional support in school beyond quality first teaching. This could be provision within the classroom or a targeted intervention delivered by school staff. Examples could be Precision teaching, ELSA, Toe by Toe, Sensory Circuits etc May or may not have a diagnosis.
Support 2 Provision Map	In addition to School Support 1 strategies, advice has been sought from an outside agency for example SALT, ASC Team or LBAT and provision recommended by them is being implemented. May or may not have a diagnosis.
Support 3 ILP	Could be at this level due to: • Involvement from more than one agency • Working 2 years or more behind peers due to a specific need • Likely to have a diagnosis or a specific need, or be on the pathway for either a diagnosis or an EHCP.
EHCP ILP	Multiple needs and agencies involved. Child has been through several APDR cycles and is still not making required progress. Application has been made to WSCC after discussion with school and parents.