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**The Mease**  
Mary Howard St. Andrew's

## SEND Information Report

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### School local offer (January 2025)

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**Our partnership approach for pupils with special educational needs or disabilities**

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**This document complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 years (September 2014) and has been written with reference to the following guidance and documents:**

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0-25 years (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and Key Stage 2
- Safeguarding Policy
- Keeping Children Safe in Education
- Accessibility Plan
- Teachers Standards 2012
- Staffordshire Graduated Response Toolkit: guidance for schools
- Staffordshire Connects – Special Educational Needs and Disabilities (SEND) Local Offer

*Grow and Flourish*

*The Mease* is a union of two, small, rural Primary schools in villages that lie on the River Mease. **Mary Howard CE Primary School** and **St. Andrew's CE Primary School** are both church schools that are connected not only by the river, but by the ambition they both hold for all the children. The schools are also part of TSSMAT.

### **MOTTO**

*The Mease* motto is *Grow and Flourish*. Our children and staff are nurtured and enabled to grow and flourish through teaching and care throughout the federation.

### **VISION**

The parable of the mustard seed (Matthew 13: 31-32) inspires us that even from very small beginnings, something amazing can grow. At *The Mease*, we are aspirational for the future of all our pupils and adults, in that they will learn how to '*grow and flourish*' as healthy and fulfilled individuals who are passionate about life and learning.

**VALUES** *The Mease* has a strong commitment to Christian and human Values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide. We are fully inclusive as we are here for 'all faiths and none' and our vision is to ensure that every child in our care experiences life in all its fullness, underpinned by Christian values and teachings.

Our core values work together in harmony to achieve our overarching value, koinonia. They are fundamental to the Mease Way and support our vision.

*Koinonia*  
*Wisdom-Love-Perseverance*



*Grow and Flourish*

## The Mease Motivation

At The Mease we are motivated to provide a continuous and progressive learning experience that prepares and enables our pupils to enjoy, embrace and engage in the ebb and flow of modern British life – now at Primary School, on transition to secondary school and in their future as healthy, balanced adults. We are committed to ensuring their development is rounded in order to fulfil this, underpinned by our recognition that each child is a unique individual.

Our **Mease Mastery Curriculum** is designed to teach our pupils the knowledge and skills they can use to experience **personal, physical, spiritual, cultural** and **developmental** growth with age-appropriate growth achieved in **literacy** and **STEM** (Science, Technology, Engineering, Mathematics) through which to access the wider world. At The Mease Federation our vision is to develop inquisitive, critical thinkers who leave us with confidence, a love of learning and a belief in their own abilities. Our **inclusive provision** ensures that all learners will be motivated, appropriately challenged and supported to achieve this through high quality teaching, a varied curriculum and a vocabulary rich environment.

### Admission arrangements

The SENCO can be contacted to discuss provision and resources on offer. We welcome visits from all parents and children that are considering joining us. We also offer pre-school mornings and taster sessions to give the children a taste of life in our schools. If you would like to see what we have to offer, please contact the school office to book an appointment.

### Our statutory responsibilities

The SEND Code of Practice (paragraph 6.2) states that ‘every school is required to identify and address the SEN of the pupils they support’ by:

- ⇒ Using their best endeavours to make sure that a child with SEN gets the support they need. Doing everything they can to meet children and young people’s SEN.
- ⇒ Ensuring that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- ⇒ Designating a teacher to be responsible for coordinating SEN provision (SENCO).
- ⇒ Informing parents / carers / guardians when they are making special educational provision for a child.
- ⇒ Preparing a SEN Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The **Equality Act 2010** outlines the three aims of the general duty to have due regard for Equality, across all organisations that we adopt for our pupils:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

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- Advance equality of opportunity between pupils who share a protected characteristic and pupils who do not share it.
- Foster good relations across all protected characteristics – between pupils who share a protected characteristic and pupils who do not share it.

**Specifically, to ‘diminish differences’ in outcomes by:**

- Removing or minimising disadvantages
- Taking steps to meet different needs
- Encouraging participation when it is disproportionately low

**Any child of compulsory school age or a young person has a learning difficulty or disability if they:**

- Have significantly greater difficulty in learning than the majority of others the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children age two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools and mainstream post-16 institutions or by relevant early years providers. In school, this is when a child’s progress has noticeably slowed in comparison to their peers, and any support or differentiation put in place by their teacher (and at home) up to this point hasn’t worked.

There are also other issues that may impact on a child’s progress and attainment, but that does not mean they have special educational needs. For example:

- A disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation, but these alone do not constitute SEN)
- Attendance and Punctuality issues
- Health and Welfare difficulties
- Having English as an Additional Language (EAL)
- Being eligible for Pupil Premium funding
- Being a ‘Looked After’ child by their Local Authority
- Being a child of Service personnel

The aim of this information report is to answer some of the key questions that parents / carers / guardians may have about special educational needs provision at their child’s school. We hope it answers queries you may have, but do not hesitate to contact the school if you have further questions.

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

Speak to your child's class teacher first. This could be at the start / end of the day, by telephone or via email or Class Dojo to organise a suitable time to talk.

**Mary Howard Primary:** 01827 383245 [office-maryhoward@tssmat.staffs.sch.uk](mailto:office-maryhoward@tssmat.staffs.sch.uk)

**St. Andrew's Primary:** 01827 373266 [standrewsoffice@tssmat.staffs.sch.uk](mailto:standrewsoffice@tssmat.staffs.sch.uk)

### Our Inclusion Champions

The Special Educational Needs and Disabilities Coordinator (SENCO) across The Mease is **Mrs Orgill**, an experienced teacher, leader and **SENCO** who holds the national SENCO qualification award. She also champions mental health prevention and support and can be contacted at [s.orgill@tssmat.staffs.sch.uk](mailto:s.orgill@tssmat.staffs.sch.uk) or by telephone at Mary Howard. The SENCO measures the effectiveness of provision, monitors interventions and contributes to external agency support and reviews. Discussions are held weekly with SLT and SEND provision is reported to the Local Governing Committee within Executive Headteacher reports.

The designated lead teacher for Looked After / Post Looked After pupils is **Mrs Orgill** who can be contacted via email at [s.orgill@tssmat.staffs.sch.uk](mailto:s.orgill@tssmat.staffs.sch.uk) or by telephone at Mary Howard.

The lead governor for Inclusion is **Elaine Harlin** who has many years of experience, working with the local authority, to organise and provide additional support for children with special educational needs or disabilities. The Local Governing Committee challenge school leaders, and talk to the pupils themselves, about the provision and progress of children with any additional needs. The lead governor meets regularly with the SENCO.

We work together to coordinate and evaluate our support for **pupils with SEND, Looked After / Post Looked After pupils, pupils eligible for additional support through Pupil Premium** and **pupils with EAL** as well as **pupils' mental health and those whose learning becomes vulnerable** at any time for any reason. We do this by working with the children, teachers, families and external agencies to ensure that we meet the needs of our pupils.

If you would like further information about the Local Offer from Staffordshire you can follow this link: [Local Offer - Staffordshire County Council](#)

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How will I know if the school thinks my child may have special educational needs?

If we think that your child has an area of need, we will always talk to you about this. In the first instance, the class teacher will contact you to arrange a suitable time to talk about the concerns they have about the progress your child is making in a subject / subjects. The class teacher, and sometimes the SENCO, will explain what the school is going to do to help your child.

These are the four areas of need:

<p style="text-align: center;"><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>▪ Autistic Spectrum Condition (<b>ASC</b>)</li> <li>▪ Speech, Language and Communication Needs (<b>SLCN</b>)</li> </ul>	<p style="text-align: center;"><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>▪ Moderate Learning Difficulty (<b>MLD</b>)</li> <li>▪ Profound and Multiple Learning Difficulty (<b>PMLD</b>)</li> <li>▪ Severe Learning Difficulty (<b>SLD</b>)</li> <li>▪ Specific Learning Difficulty (<b>SpLD</b>)</li> <li>▪ Dyscalculia, Dysgraphia, Dyslexia and Dyspraxia</li> </ul>
<p style="text-align: center;"><b>Social, Emotional and Mental Health Difficulties</b></p> <ul style="list-style-type: none"> <li>▪ Adjustment Disorders</li> <li>▪ Attention deficit hyperactivity disorder (<b>ADHD</b>)</li> <li>▪ Anxiety Disorders</li> <li>▪ Obsessive Compulsive Disorder ('<b>OCD</b>')</li> <li>▪ Attachment and Trauma</li> </ul>	<p style="text-align: center;"><b>Sensory and / or Physical</b></p> <ul style="list-style-type: none"> <li>▪ Hearing Impairment (<b>HI</b>)</li> <li>▪ Visual Impairment (<b>VI</b>)</li> <li>▪ Multi-Sensory Impairment (<b>MSI</b>)</li> <li>▪ Physical Disability (<b>PD</b>)</li> <li>▪ Sensory Processing</li> </ul>

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How does the school know if my child needs some extra help?

### Assessing our pupils' learning

At the end of each term, we review each pupil's progress using a combination of testing and teacher assessment to check 'are the children knowing and remembering more?'. Leaders use this information to ensure all pupils are receiving the response necessary for them to make good progress academically, socially and emotionally. Pupils who are working below that expected for children of their age may not be assessed using the same tests, but instead will access different assessments against their individual targets that will provide teaching staff with the important information they need about their progress and attainment. If appropriate, we use **Pre-Key Stage Standards** (scales to measure attainment for children with SEN working significantly below year group expectations) to ensure appropriate challenge and progression for pupils with SEN.

Your child's outcomes are discussed between the Executive Headteacher and Class teacher during termly **Pupil Progress meetings**. If a class teacher is concerned about a pupil during a term, or is contacted by a parent / carer /guardian who is worried about their child's progress, they will liaise with the Inclusion Leader at that time, rather than wait for Pupil Progress meetings. Similarly, if a new pupil joins the school mid-term with either existing SEND or displaying learning that is of concern to the class teacher, given a period of time to settle in. Discussions and actions will reflect on methods of teaching that have been used as **inclusive Quality First Teaching** (meeting universal needs by differentiating work to enable individual pupils to access their learning, which is the first step in responding to pupils who may have SEN). Additional intervention and support cannot compensate for a lack of good quality teaching and at this point we would need to know what is working and what hasn't worked for your child. At The Mease we strive for all children to *Grow and Flourish* and so no pupils are treated less favourably and are entitled to the same provision as their peers, adapted as necessary.

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These are examples of Quality First Teaching in the classroom that may have already been used to support an area of need:

<p style="text-align: center;"><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>▪ Modelling and displaying vocabulary prompts</li> <li>▪ Displays and visual reminders</li> <li>▪ CONNECT time (daily discussion and debate)</li> <li>▪ Show and Share time in class</li> <li>▪ Clear verbal instructions, one at a time, with opportunities for pupils to repeat</li> <li>▪ Good listening prompts</li> <li>▪ Extended time for pupils to respond to questions and verbalise what it is they want to say</li> <li>▪ Visual timetables</li> <li>▪ Now / Next prompts</li> <li>▪ Social stories</li> </ul>	<p style="text-align: center;"><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>▪ Differentiated success criteria</li> <li>▪ Days of the week, months of the year displayed</li> <li>▪ Sound mats and spellings</li> <li>▪ Modelling and examples for pupils to refer to</li> <li>▪ Alphabet Arc</li> <li>▪ Writing frames</li> <li>▪ 'Talk tins' for writing lessons</li> <li>▪ Multi-sensory phonics games and activities</li> <li>▪ Maths number squares and concrete equipment</li> <li>▪ Coloured overlays and reading rulers</li> <li>▪ Personalised worksheets matched to reading ability</li> <li>▪ Additional time and / or questions read where needed</li> </ul>
<p style="text-align: center;"><b>Social, Emotional and Mental Health Difficulties</b></p> <ul style="list-style-type: none"> <li>▪ Consistency</li> <li>▪ Visual timetable</li> <li>▪ Now / Next prompts</li> <li>▪ Additional personalised Praise awards</li> <li>▪ Time to talk to their teacher / teaching assistant</li> <li>▪ Quiet area available in school</li> <li>▪ Nurture</li> <li>▪ Worry Monsters in each classroom</li> <li>▪ Home – school link books</li> <li>▪ Independent workstations in the classroom</li> </ul>	<p style="text-align: center;"><b>Sensory and / or Physical</b></p> <ul style="list-style-type: none"> <li>▪ Health Care Plans</li> <li>▪ Risk assessments if needed for physical needs</li> <li>▪ Sloping boards</li> <li>▪ Different pens / pencils with grips</li> <li>▪ Sitting arrangements in the classroom (good posture, seats, footrests, to facilitate lip reading etc)</li> <li>▪ Daily fine motor control practice (with dough etc readily available)</li> <li>▪ Snack boxes if needed</li> <li>▪ Regular breaks</li> <li>▪ Adapted equipment</li> <li>▪ Quieter areas</li> <li>▪ Reduction in background noise and 'visual clutter'</li> </ul>

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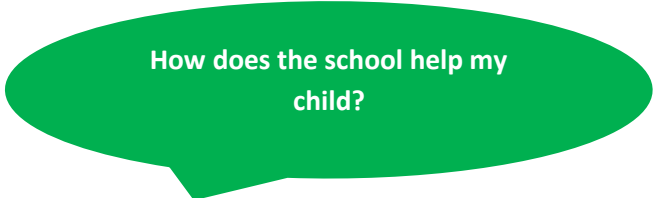
Each of our pupils has a **Pupil Tracking Story** for **Mathematics, Reading** and **Writing** that is added to throughout their time with us and is used to check that they are continuing to make expected progress. At the end of each term, the class teacher adds to your child's story indicating whether they are on track or not yet able to meet learning objectives in lessons without additional support.

These are our descriptions for end of year progress that we refer to across our schools.

END OF YEAR PROGRESS – Do the pupils know and remember more?			
DEVELOPING .1	STRIVING .2	DEMONSTRATING .3	TRANSFERRING .4
Pupils identified with SEND who are working significantly below the nationally expected standard for their year group.	Pupils who are working towards the nationally expected standard for their year group.	Pupils who are working with mastery of the nationally expected standard for their year group.	Pupils who are working with greater depth within the nationally expected standard for their year group.
A few pupils will be judged to be at this stage. The pupil will usually have a diagnosis of special educational needs that affects their cognitive or physical development in a particular area/across multiple areas of the curriculum. They are <b>developing</b> their cognitive / physical ability and are able to make progress from their individual starting point through learning differentiated by the class teacher. The pupil will have a Personal Learning Plan and may also be receiving outside agency and teacher/teaching assistant specialist assessments or intervention coordinated by the SENCO. Their attainment and progress will be measured against their Personal Learning Plan targets / P-Scale descriptors / The engagement model.	There should be minimal pupils judged to be at this stage by the end of the academic year. It is expected that the pupil is capable of mastering their year group curriculum as they do not have special educational needs. They are accessing their current year group objectives through differentiation provided in the classroom. However, they are <b>striving</b> to meet these objectives and therefore might also need to access additional support parallel to this in order to accelerate their progress and master the skills, knowledge and understanding required to work at the expected standard with independence. Striving means <i>'to try very hard to do something or to make something happen, especially for a long time or against difficulties.'</i> It is particularly important that any pupils eligible for Pupil Premium and assessed at .2 receive this funding to 'diminish differences' between their outcomes and those of all other pupils.	The expectation is that all pupils, without a significant cognitive / physical barrier to their learning, achieve this each year and that this is expected progress over time. These pupils are <b>demonstrating</b> skills, knowledge and understanding that show they are working at the expected standard of their year group. The pupil is confident to tackle learning objectives independently, and consistently demonstrates a concrete understanding of subject knowledge and skills that they are applying in a range of situations. The pupil is receiving appropriate challenge in class which provides time and opportunities for them to embed taught skills, practise reasoning and link their learning to a specific context or real-life situation.	There will be some most able pupils in each year group judged to be working at this stage. The pupil is consistently <b>transferring</b> skills, knowledge and understanding to apply prior learning and reasoning between genres, topics and subjects. Their outcomes show that they have a deeper learning of a subject/subjects to draw on independently and without specific direction from the class teacher. The pupil uses a range of non-cognitive skills and dispositions that strengthen their ability to problem solve, risk take and challenge. The pupil, themselves, is challenged through teaching which promotes freedoms, choices, relationships and curiosity as much as knowledge and skills. They are questioned deeply and have direct ownership of their learning.

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Schools receive money within their overall budget to deliver their SEND local offer. With this, schools are expected to provide additional support for pupils with identified special educational needs costing up to the nationally prescribed threshold of £6,000 per pupil per year. Staffordshire local authority would then add to this with top-up funding when they are provided with evidence from the school that the cost of SEND provision required is more expensive and exceeds this.



Teaching staff respond accordingly to meet different needs. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including those receiving additional support or intervention from a teaching assistant. Our decision around whether a pupil requires special educational needs provision involves their class teacher and the Inclusion Leader who together will consider all the information gathered from school, and home, about the pupil and their progress.

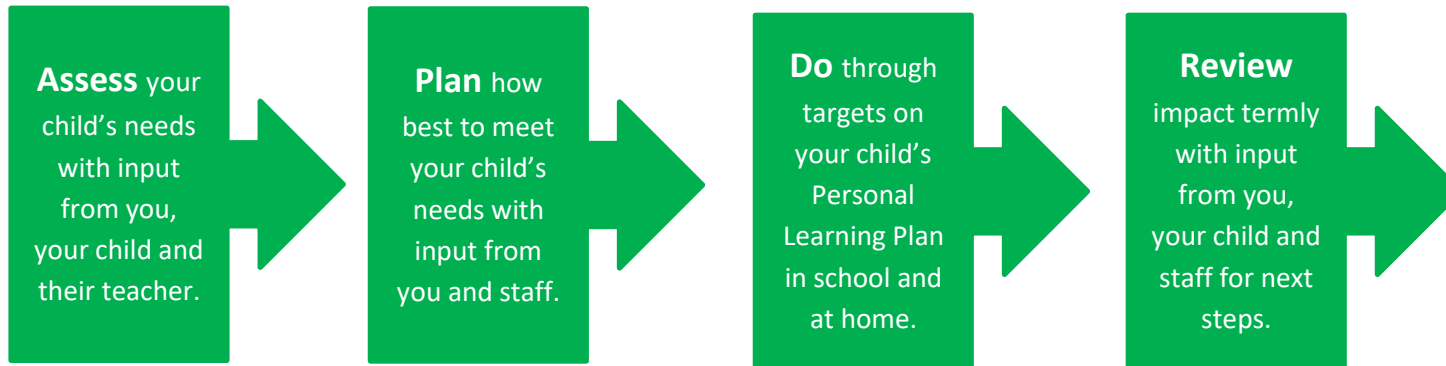
School response	
<p>Teachers and Teaching Assistants provide constructive feedback to pupils to accelerate their progress towards end of year expectations through <b>Quality First Teaching</b>. To secure the best outcomes for pupils, <b>Feedback for Progress</b> in the classroom is:</p> <ul style="list-style-type: none"> <li>○ Consistent so that pupils are clear about expectations as they move through school.</li> <li>○ Closely linked to the Learning Objective / Success Criteria / individual pupil's target.</li> <li>○ Provided to pupils, as far as possible, <u>during</u> the lesson by the member(s) of staff teaching at that time and involving the pupil at the point of learning.</li> <li>○ A continuation of the teaching and obvious – using modelling of sentences or calculations as corrections that show pupils what to do instead to achieve the Learning objective / Success Criteria / individual target.</li> <li>○ Used by teachers / teaching assistants as formative assessment to help plan future learning.</li> <li>○ Used by the pupils to improve their work in subsequent lessons and be able to demonstrate progress after receiving effective feedback.</li> </ul>	
<p><b>TRANSFERRING .4</b>  <b>Pupils who are working with greater depth within the</b></p>	<p><b>Class teachers:</b></p> <ul style="list-style-type: none"> <li>○ Plan to ensure that the pupil has learning opportunities matched to their ability to work at greater depth in this subject. These pupils will need different provision to pupils working at .3 otherwise they are at risk of not maintaining the progress they are capable of.</li> </ul>

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	School response
<p><b>nationally expected standard for their year group at any point in the year.</b></p>	<ul style="list-style-type: none"> <li>○ Attempt to address any barriers to learning that the pupil is experiencing, liaising with the Inclusion Leaders if the pupil is eligible for Pupil Premium through FSM / Ever 6 or Pupil Premium + if Looked After / Previously Looked After.</li> <li>○ Understand that a pupil assessed as Exceeding at the end of the Foundation Stage should attain at Greater Depth at the end of Key Stage One and again at Key Stage Two. This is <b>expected progress</b>.</li> </ul>
<p><b>DEMONSTRATING .3</b> Pupils whose work shows they are mastering the Learning Objectives presented to them over the year / who demonstrate they are working with mastery of the nationally expected standard for their year group by the end of the year.</p>	<p><b>Class teachers:</b></p> <ul style="list-style-type: none"> <li>○ Plan to ensure that the pupil continues to achieve the expectations for the year group. This will be enabled through <b>Quality First Teaching:</b> <ul style="list-style-type: none"> <li>- Presenting subject matter clearly</li> <li>- Promoting appropriate discussion about the subject matter being taught</li> <li>- Checking pupils understanding systematically</li> <li>- Identifying misconceptions accurately</li> <li>- Providing clear, direct feedback</li> </ul> </li> <li>○ Attempt to address any barriers to learning that the pupil is experiencing. This will be through communication with parents / carers, using guided teaching sessions within lessons, liaising with the school English and Mathematics Leaders for subject specific advice and liaising with the Inclusion Leaders if the pupil is eligible for Pupil Premium / Pupil Premium + and requires some short-term intervention / nurture beyond the classroom to prevent working at <b>.2</b></li> <li>○ Use regular formative assessment to make rapid decisions about pupils who demonstrate potential to work at <b>.4</b> and plan accordingly to provide them with opportunities to be able to do this.</li> <li>○ Liaise with the Inclusion Leaders if a pupil eligible for Pupil Premium / Pupil Premium + demonstrates that with some additional intervention they have potential to work at <b>.4</b></li> <li>○ Understand it is our aim that all pupils without an identified special educational need achieve year group expectations. If a pupil is assessed at <b>.3</b> each term and at the end of each year, having experienced appropriately pitched teaching, then they are making <b>expected progress</b>.</li> </ul>
<p><b>STRIVING .2</b> Pupils who are working towards the nationally expected standard for their</p>	<p><b>Class teachers:</b></p> <ul style="list-style-type: none"> <li>○ Plan with the expectation that this pupil will move from <b>.2</b> to <b>.3</b> as quickly as possible. These pupils will need different provision to pupils working at <b>.3</b>, as they need to make <b>accelerated progress</b>. This will be enabled through <b>Quality First Teaching:</b> <ul style="list-style-type: none"> <li>- further guided teaching sessions during lessons</li> <li>- additional resources (including writing frames and modelling)</li> </ul> </li> </ul>

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	School response
<p><b>year group at any point in the year.</b></p>	<ul style="list-style-type: none"> <li>- concrete apparatus</li> <li>- differentiated success criteria steps with modelled examples</li> <li>○ Liaise with the Inclusion Leaders and any other adult providing additional support to ensure consistency as some pupils assessed at .2 will receive intervention within / beyond the classroom, particularly if they are eligible for Pupil Premium or Pupil Premium +. These pupils will have a <b>Short Term Intervention Plan</b>.</li> <li>○ Subsequently, if there is a concern that the pupil may have more significant learning needs, further specialised assessments will be carried out. Referrals for further advice or support are made with parent / carer / guardian consent.</li> </ul>
<p><b>DEVELOPING .1</b>  <b>Pupils identified with SEND who are working significantly below the nationally expected standard for their year group.</b></p>	<p>When a pupil has been identified as having SEN, schools should act to remove barriers to learning and put effective special educational provision in place. Once we have identified a pupil as having SEN we will:</p> <ul style="list-style-type: none"> <li>- Carry out <b>2</b> cycles of <b>Assess-Plan-Do-Review</b>. These cycles will revisit earlier decisions and actions, refine and revise our response with a growing understanding of the pupils’ needs and what supports them in making good progress and securing good outcomes.</li> </ul> <p><b>Class teachers:</b></p> <ul style="list-style-type: none"> <li>○ Liaise with the Inclusion Leader to produce an appropriate <b>Personal Learning Plan</b> for the pupil. If outside agencies are involved, they should also contribute to the plan.</li> <li>○ Liaise with parents/carers/guardians to engage them in producing their child’s Personal Learning Plan, and for reviewing it at the end of a cycle.</li> <li>○ Regularly liaise with teaching assistants or any other adults providing additional support to ensure consistency within and beyond the classroom.</li> <li>○ Plan for the pupil to achieve year group expectations in any subject that is not affected by their identified special educational need. <ul style="list-style-type: none"> <li>- Measure impact – Was intervention successful?</li> <li>- If yes, it will continue.</li> <li>- If no, the Headteacher will attend the district hub to present the case.</li> </ul> </li> </ul> <p>Children who have an <b>EHC plan</b> in school are assessed against the progress they are making on the outcomes outlined in their EHC plan. This will also be through a <b>Personal Learning Plan</b> reviewed at the end of each term. EHC plans are reviewed annually in line with statutory requirements. These reviews are organised and led by the Inclusion Leaders who will invite the pupil, class teacher, teaching assistant, parents / guardians and all other professionals involved, to contribute in person or through a report.</p> <p>Pupils with a Personal Learning Plan or Education and Health Care Plan are given opportunities to discuss their personal progress, what they believe is going well and how they can be supported further. Pupil voice is recorded within review meetings.</p>



DEVELOPING .1	STRIVING .2	DEMONSTRATING .3	TRANSFERRING .4
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<p><b>WAVE 3</b></p> <ul style="list-style-type: none"> <li>⇒ Quality First Teaching</li> <li>⇒ Possible further specialised assessment</li> <li>⇒ Probable outside agency involvement</li> <li>⇒ 2 cycles of Assess-Plan-Do-Review               <ul style="list-style-type: none"> <li>- Personal Learning Plan</li> <li>- Additional intervention</li> </ul> </li> <li>⇒ Impact measured</li> </ul>	<p><b>WAVE 2</b></p> <ul style="list-style-type: none"> <li>⇒ Quality First Teaching</li> <li>⇒ Additional short-term intervention</li> <li>⇒ Pupils striving socially / emotionally and pupils who are Looked After / Previously Looked After and receiving support through Pupil Premium + may also have a Personal Learning Plan.</li> <li>⇒ Possible outside agency advice</li> <li>⇒ Impact measured</li> </ul>	<p><b>WAVE 1</b></p> <ul style="list-style-type: none"> <li>⇒ Quality First Teaching</li> </ul>	<p><b>WAVE 1</b></p> <ul style="list-style-type: none"> <li>⇒ Quality First Teaching</li> </ul>
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 Graduated Response

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 ⇒ If the short-term intervention is not successful, the first cycle of Assess-Plan-Do-Review will be started.

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- ⇒ If the cycles of intervention are not successful, Headteacher to attend District Hub to present the case.
- ⇒ After discussion support is designated by the coordinator.
- ⇒ Agreed intervention actions implemented.
- ⇒ If agreed actions are not successful, specialist provision may be required that is not available through the hub.

⇒ The case will be escalated to the Local Management Group (LMG) to be reviewed and new actions identified.

- ⇒ If agreed LMG actions are not successful, the next step will be to process an application for funding / EHCP through the SEND Team.
- ⇒ There is an emergency fast track option available from Developing .1 to EHCP application.

#### Criteria for SEN provision to end

It is always our intention to aim for the pupils to have short-term intervention that will accelerate their progress in the area of need. However, at times pupils may need longer term support, or a return to receiving additional intervention in the future. Any movement through, or from, the Special Needs Code of Practice will always be carried out through consultation with the Inclusion Leaders, class teachers, parents / guardians and, where appropriate, the pupil themselves.

**EHC plans** are for provision beyond the school's offer.

EHC plans must be reviewed annually and involve parents in decision making as to how their child's individual budget may be allocated to provide the support needed.

Here are some comments made by our pupils about the extra support they have received from our teaching assistants:

It's fun, I enjoy it a lot. I look forward to working with Mrs W It helps me a lot with my reading.

When I get Mrs W it's like a change because I'm learning with Mrs W. so when I go back to Class I am better at my work.

I love the sessions because we do fun things.

I like my sessions with Mr M because I learn lots of new things.

I like intervention because it is really useful and they have helped me with my spelling a lot. I get 7/7 every week now!

When I go with Mrs W. it really helps me read and learn words. She helps me a lot and I enjoy it.

We do competitions and they are really fun! I really look forward to my time with Mr M.

I think it's exciting working with Mrs W I get more creative.

I like the sessions, they are very fun.

I like working with Mr M he is funny.

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How does the school decide how much support my child will receive?

**The amount and type of support each child receives is dependent on:**

- Discussions between the class teachers and SENCO
- Assessment outcomes
- The nature of support required (short-term / long-term, daily, repetitive)
- Personal Learning reviews (Is it Cycle 1 or Cycle 2?)
- Outside agency reports and recommendations
- The complexity and severity of your child's needs
- The aim of the support (we are committed to developing individual learning skills with all pupils so that as far as possible they do not become over-reliant on adult support)
- EHCP recommendations

How will I be involved in discussions about, and planning for, my child's education?

**We actively encourage parents / carers / guardians to contribute through:**

- Discussions with the class teachers and SENCO
- Sharing reports and recommendations from external agencies that school may not have (in particular from Health)
- The '**Parents / Carers / Guardians view on progress**' section when your child's **Personal Learning Plan** is reviewed
- EHCP Annual Reviews

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**What SEND training do staff receive to help them support my child?**

**Staff receive a range of training focused on meeting the needs of children attending the school at the time. This can include:**

- SENCO local and county updates.
- Dyslexia training
- Deaf / Vision / Multi-Sensory Impairment awareness training
- Autism awareness training
- **Teaching Assistants over the past two years have accessed:** Accelerated Reader, Emotional Coaching, Speech and Language (building blocks for communication, supporting speech and boy talk), Emotional Literacy Support Assistant training
- **Lunchtime supervisors last year have accessed:** Autism outreach training
- **Staff have accessed:** specialised training from outside agencies involved with pupils, personalised to meet individual needs and target setting training for Personal Learning Plans delivered by the Educational Psychologist, District SEND and Inclusion Hub meetings, Specialist Support Services and Autism Outreach Training (Introduction to Autism in the Early Years, Creating an Inclusive Classroom, Engagement through Play in Early Years and Key Stage 1, Emotion Regulation and Autism Spectrum Disorder: Primary Focus)

**Which external agencies can my child access if needed?**

**These are some of the outside agencies school, and you, can consult with for more specialised expertise:**

- Crystal Baikie SEN Consultant and Specialist Teacher (bought in by the school using our SEN budget for SEN pupil assessments and reports)
- Educational Psychologist (each school receives allocated Educational Psychologist time for advice or direct work with pupils whose needs are quite considerable and who have not responded to the interventions previously put in place for them)
- Tamworth Yellow Inclusion Hub
- Two Rivers Outreach Service
- SENSS (Special Educational Needs Support Service)

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- Autism Inclusion team
- CAMHS (Child and Adolescent Mental Health Service)
- Behaviour Support Service
- Specialist Support Service (Staffordshire) Autism and Sensory Support for children in mainstream schools with a working diagnosis / diagnosis of Autism Spectrum, children who have hearing impairment, children who have visual impairment and children who have multi-sensory impairment
- Speech and Language therapy
- Occupational therapy
- School Nurse
- Community Paediatricians
- Educational Welfare Officers
- Social Services
- Families First
- Family Support Workers - Malachi

**How does the school allocate and match resources to children's special educational needs?**

**School uses its SEN budget, Pupil Premium and Catch Up Premium for:**

- Staff training and qualifications
- Specialist assessments and advice for children who have specific learning difficulties
- Resources, intervention programmes, access equipment and any reasonable adjustments required for the school environment
- Additional teaching assistant hours

**School matches these resources to children's needs by:**

- Tracking their progress and attainment
- Using assessment outcomes to carry out Provision Mapping of support
- Using information taken from Personal Learning Plan reviews

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- Drawing on discussions with teachers and teaching assistants and the pupils themselves

How does the school support my child's overall well-being?

**School has a range of pastoral options to use to support your child's overall well-being, depending on their circumstances. These can include:**

- A **Personal Learning Plan** or **Short Term Intervention Plan**
- A **Health Care Plan** which details any ongoing medical needs (medicines are administered in line with federation policy).
- A **One Page Profile**
- An **individual risk assessment** (particularly for fire or behaviour)
- **'Worry monsters'** in each classroom for the children to post named / anonymous worries for their teacher to support with.
- **Nurture** provision
- **Outdoor learning** opportunities
- Access to **Family Support Workers** (with parent consent and a referral)

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

**The school will help you to support your child's learning through:**

- Their **Personal Learning Plan** which tells you the targets they are working on this term.
- Homework, **Home-School Link books** (Reading)
- Contact with their class teacher and strategies and advice provided during **Learning Reviews**
- Contact with their teaching assistant if receiving additional intervention.
- Strategies for learning and behaviour
- Useful websites, contacts and local support / information meetings available on the federation website and advertised on our newsletters.

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- Reports and recommendations from external agencies (where relevant). For example, if the school decides to commission a SEN consultant / specialist teacher to carry out further assessments with your child, they will also meet with or speak on the telephone to provide you with feedback and advice.
- Liaison with the SEND partnership service
- A range of services are on offer with Staffordshire [Staffordshire Connects](#)
- Family support is available through Malachi [Family Support in Staffordshire - Malachi](#)

How will I know how my child is doing?

**You will know how your child is getting on through:**

- **Contact** with the class teacher, teaching assistant or SENCO (by telephone, or face to face at the end of a school day when required)
- **Termly Learning Reviews** (face to face or telephone consultation) at the end of Autumn and Spring Terms and through a written report at the end of the Summer Term.
- **Review** and evaluation of their Personal Learning plan targets at the end of each term.
- Education and Health Care plan Annual Reviews

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

**The school ensures your child can access the curriculum by:**

- Class teachers using **inclusive Quality First Teaching** in the classroom (personalised worksheets matched to reading ability, additional time and / or questions read where needed, extra modelling, different coloured paper or overlays for reading, reading rulers, accessible / personal resources, writing slopes, pen / pencil grips, easy to use scissors, 'talk tins' for writing lessons, practical apparatus for Maths).

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The school ensures your child is **taught** the curriculum they need by:

- Class teachers using the outcomes of **assessment** to plan their teaching.
- Class teachers using **Quality First Teaching** in the classroom (differentiation, flexible groupings, guided teaching, selected resources, Feedback for Progress)
- Leaders using assessment outcomes to carry out **Provision Mapping** each term to ensure the children who need it receive **additional interventions** from teaching assistants (individually or in a small group)
- Setting **individual targets** in a Personal Learning Plan according to their area of need.

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

School is committed to ensuring all children can access extra activities and school trips as long as this can be done safely through:

- Additional adult support
- Individual risk assessment
- Personalised resources

How accessible is the school environment for my child?

For more detail, please refer to our federation [Accessibility Plan](#)

School will always discuss individual access requirements that you or your child may have. These are some that are already in place:

**Mary Howard**

- Width of all doors fully accessible
- Permanent ramp (to mobile classroom)
- Disabled parking space

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### St. Andrew's

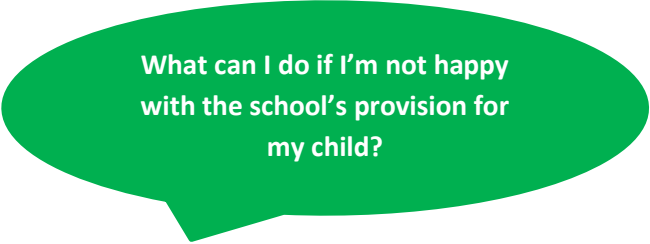
- Width of all doors fully accessible
- Disabled toilet
- Permanent ramps
- Disabled parking space

How does school support my child when they are moving to a new class or changing school?

### School supports your child during these times of transition by:

- Ensuring that their **tracking story, Personal Learning Plan, Pupil Passport** and any **other records** are passed on as soon as possible.
- Arranging a **transition discussion** face to face / via telephone between teachers or SENCOs.
- Staff visiting pre-school settings.
- Taking photographs of their new classroom or setting to have at home to share and talk about (e.g. cloakroom, toilets, playground etc)
- Using books and stories to help children understand 'moving on'.
- External agency booklets (e.g. Autism Outreach)
- **Transition Days**, with additional visits to their new classroom or setting individually if needed.
- **Multi-agency meetings** with school and family if needed.

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What can I do if I'm not happy  
with the school's provision for  
my child?

- Express your concerns to your child's class teacher or SENCO as soon as possible and we will do everything we can to address the issue.
- If, after this, you still feel that your concern has not been resolved please refer to our [Complaints Policy](#) which is available to read on our federation website or as a hard copy on request from the school office.

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