

The following details our SEND Information Report

St. Mary's CE (A) Primary School

School name	St. Mary's C.E.(A) Primary School
Head of School	Mrs Sharon Mannering
SENCo	Mrs Sharon Mannering
Governor with responsibility for SEN	Mrs Denise Keen
Contact details: address	St Mary's C.E.(A) Primary School Mucklestone Market Drayton Shropshire TF9 4DN
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Email (SENCo):	headteacher@st-marys-mucklestone.staffs.sch.uk
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Telephone (SENCo)	As above
Age range	4 - 11
Funding	Church Aided Primary School
	We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we'd be really happy to talk to you.
What is SEND?	Special Educational Needs & Disability can be an identified need because of a health issue, a physical, sensory, speech and language, emotional, behavioural or a learning need. Any aspect of a young person's life which has an impact on their ability to freely access schooling.
How does our school know if children need extra help?	Our assessment and tracking system identifies children with educational special needs, parents and pre school settings may also have identified a need prior to a child starting school which is communicated to our school before they start. Health professionals will keep the school informed of any health related needs.
What should I do if I think my child has special educational needs?	You can speak to any member of staff at school and tell them about your concerns with regard to an educational need or if it is a medical need you may prefer to talk to your GP or social worker.

How accessible is the school environment?	- Disability pathway leads to the disability access. - School is open from 7.45am for breakfast club. - The school site is flat, pathways direct visitors around the school building to reception. - There is a disability doorway into the hall.
Where can I find more information about services available to my child in Staffordshire?	Staffordshire County Council has created a Local Offer which outlines all the services available for families and children with Special Educational Needs. https://www.staffordshirecares.info/pages/general/general-pages/Staffordshire-Marketplace/Marketplace-for-SENDLocal-Offer.aspx
How is the decision made about how much support my child will receive?	- The school will talk to you about your child's needs and how he/she will be supported in school. - The school will follow recommendations made by experts and health professionals. - Parents/ carers will be involved in the support plan for their child. - The plan will be reviewed termly.
What should I do if I have any complaints?	- In the first instance talk to the class teacher and /or Headteacher who is also the SENCO. - If you are still not happy with the care your child is receiving you may access the complaints policy on our school website or ask for a paper copy from the school office.
How do we make sure all children reach their potential?	- Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests. - Well-staffed classrooms – at least one teacher and one support assistant (minimum 15hours/week in FS, KS1 and KS2) in each class. - Small class sizes. - Quality of teaching and learning well monitored - Rigorous pupil tracking system, which ensures all children, are monitored. - Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place. - Detailed programme of reviews with parents and professionals: 2 parents' consultation evenings a year with all parents; termly reviews for all children on the SEN register and comprehensive annual reviews for pupils with a statement. Parents' views are very important to us. - Children's views are very important, the school regularly consults the school council and parents are given an annual questionnaire. - Currently, a team of support assistants to meet individual needs. - Behaviour at our school is good with a strict zero tolerance policy for bullying. - Long established, acknowledged and celebrated Christian ethos of inclusion, equality and care.
How do we help a child with physical needs ?	- A disability pathway. One floor, no steps in school, limited steps in grounds - Disabled toilet available - Variable height tables and chairs available.
How do we help a child with speech and language needs ?	- High profile of Speaking and Listening across the school. - After school drama club - Liaison with speech therapists to support learning needs if required.
How do we help a child with sensory impairment ?	- Carpeted throughout the classrooms and corridors - Liaison with Visual and hearing impairment specialists to support learning if required
How do we help a child	Access to specialist counselling e.g. bereavement

who has social and emotional difficulties ?	• Staff ASD aware and use appropriate strategies to support children with ASD's learning. • Access to specialist support for children with ASD and their families.
How do we help a child with mental and social, emotional health ?	• Breakfast club • Variety of after school clubs to promote self-esteem • Open door policy with parents to discuss emotional needs of their children
How do we help a child who needs support with literacy ?	• Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies.
How do we help a child who needs support with numeracy ?	• Targeted ICT programmes • Variety of Intervention programmes
How do we support a child who has medical needs ?	• Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school. • Team of trained first aiders and paediatric first aid.
How do we help a child who has English as an Additional Language (EAL) ?	• Induction programme when children arrive at school • MEAS are available for support
How do we support a child with complex and multiple needs ?	• Specialist support would be sought and the school will follow advice given.
Which specialist services do we access beyond the school?	We have current regular contact with the following services who give us support and advice: _ • Special Educational Needs Support Services (SENSS) • Educational Psychologists • Speech and Language Therapy • Autism Outreach • Occupational Therapy • ASD service • CAMHS • Educational Welfare Officer • School nursing service
How will we include children in activities outside the classroom including school trips?	• Extra staff deployed for trips to meet the stringent requirements of our risk assessments • Newsletter about events in local authority sent to parents with SEN • Parents/carers consulted prior to trips for advice and guidance.
How do we prepare and support a child for joining school and transferring to secondary school ?	• Visits to pre-school placements by SENCO and other school staff • Allocation of a support assistant as soon as possible and introduction before child starts school. • Extended visits to Reception Class planned in summer term before starts. • Transition plans – extended visits to secondary school with primary school staff. • Close liaison with all other settings involved in transition – good exchange of information.
How will we develop social skills throughout the school day, especially break times?	• Playtimes/lunchtimes seen as an important part of the day and included in time for 1:1 support for statemented children if appropriate

How do we allocate resources ?	• One to one support given as specified in a child's IEP/ statement of SEN • Our school employs a support assistant for each class – time is allocated on a daily basis for individual/ small group work on IEP targets. • All children regularly reviewed (at least once a term) and provision is matched to needs.(IEP) • Human resources allocated according to need/recommendations
How do we ensure all staff are well trained ?	• Regular training sessions for all support staff • Whole school training part of School Improvement Plan • Commitment to maintain levels of training if staff leave. • Programme of CPD, accessing both external agencies and in-school support.
How do we raise awareness of special educational needs for parents and the wider community?	• Achievements of children with SEN are celebrated in newsletters and other public documents. • We have an open door policy for all parents – parents of children with SEN are encouraged to pop in with any concerns.

Thank you for taking the time to find out about our local offer at St. Mary's CE Primary School– please do not hesitate to contact us for any further details.