

St Mary's C of E Primary School, Mucklestone

Living, loving and learning in God's care.

Special Education Needs and Disability Information Report 2023/2024

Who is our SENDCo?

Our Special Educational Needs and Disability Co-ordinator is Mrs Clare Hill (Headteacher)

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

If your child's class teacher has concerns that your child may have a special educational need, they will collate a range of evidence and discuss with SENDCo.

If you have any concerns, then please firstly discuss these with your child's class teacher. Arrange a meeting with them via Sarah Goodwin (School office 01630 672126) or via email office@st-marys-mucklestone.staffs.sch.uk

All parents and carers will be listened to. Their aspirations for their child will be central to the assessments and provision that is provided by the school.

Our SEND policy can be found on our school website.

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with 'reasonable adjustments' in order to increase access to the curriculum. Pupils who are failing to make expected levels of progress are identified very quickly. Provision is determined using the continuous assessment cycle (assess, plan, do, review).

If the review of the action taken indicates that 'additional to and different from' support will be required, parents will be informed that the school considers their child to need SEN support. Class teachers map SEND provision for individuals in their year group, which is shared and monitored with the SENDCo and parents (half termly). Pupil support forms are completed with SMART targets to assist in moving learning forward and lifting barriers to learning.

What kinds of Special Educational Needs can be met at our school?

If any pupil in our school has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of school life.

Barriers to learning include:

- Communication and Interaction (Speech and language difficulties or Autism Spectrum)
- General learning difficulties both moderate and severe, and including, for example, dyslexia

- Social, emotional and mental health difficulties such as ADHD or attachment disorder
- Problems with sight or hearing, or other physical disabilities

Alternatively, your child may have a different less common disability that causes a barrier to learning.

How does the school identify and assess children with special educational needs?

It is important to us to get information from parents/carers, other professionals and previous settings where available about a child's special educational needs before they start their time with us where this is already identified. We regularly review progress, talk to parents/carers and children, and make observations on how your child is doing in class. These all help us to see any difficulties your child might have and would generally lead to informal chats first with all involved before a more formal process is started where needed.

More details can be found in the school SEND policy.

How do we assess and provide for children with SEND in our school?

Within the whole class:

The class teacher is the first, most important person in making sure each pupil has the right levels of work and support. Careful checking of progress leads to different approaches, supported work, and use of practical equipment where needed.

All children in school should be getting this as a part of excellent classroom practice when needed.

Within a smaller group:

We want all our children to learn how to be independent learners. But sometimes the teacher will find a specific or general gap in learning that needs some extra teaching in a small group in or outside the classroom. This will be with a Teaching Assistant or the teacher. Sometimes the pupil's disability means that we need to provide a Teaching Assistant more often to help them to access what is happening in school. This may occasionally be on a 1:1 basis.

Support from outside school

Sometimes we might need to work with professionals from outside the school. These may be from the Local Authority or from Health. We would always talk to you first before talking to any of these professionals.

What if your child has a more complex, long term need or disability?

For a very small number of children assessment and provision may be provided through an Education, Health and Care Plan (EHCP). The following steps will lead to this:

- The school or the parent asks that the LA considers whether there is a need to formally assess your child's needs
- Information is gathered by the LA from parents, school and any other agencies involved
- A decision is made about whether an EHCP is needed or not
- Either an EHCP is written with support and long/short term targets agreed or the support already provided by our school is sufficient to meet the needs of your child

How do we know if we are doing the best we can for your child?

- We review and track your child's progress regularly
 - We talk to you and your child and listen to your views
 - We take advice from any professionals involved
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How will we support a child with special educational needs with emotional and social development?

We want each child to make progress socially, emotionally and with their learning. We will always talk to parents and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities:

- Precision teaching Intervention
 - School Nurse or other Health Professionals
 - Counselling and therapy support services
 - Nurture groups
 - Autism Inclusion Team
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Who are the best people to talk to in this school about my child's difficulties with learning?

As parents/carers know the child best, we want you to share any information and concerns you may have with us.

Class Teacher

The first person to chat to is your child's **class teacher** as they are responsible for making the day to day provision and for making sure that the school's SEND policy is followed in their classroom.

SENDco

Sometimes the class teacher will want to take your concerns to the school's SEND Coordinator, **Mrs Clare Hill**.

The SENDCO is responsible for making sure that your child's SEND needs are met, and that you are involved in supporting your child's learning and reviewing how they are doing. Contact can be made through the school office.

How are staff supported and trained where needed to meet the needs of your child?

Within our family of schools, once each term we meet to discuss our training needs. The Family SENCO organises training events across the schools either in-house or using external providers.

The SENCO supports all staff and will organise individual training or support where necessary. Sometimes this may involve seeking the advice from external agencies or professionals. We always welcome parental help in identifying the most appropriate external support.

More information can be found in the SEND policy, Section 13

How does school make sure my child with SEND can access the building and equipment?

Our school is committed to making reasonable adjustments wherever possible. This may include:

- Contacting the local authority to see if adaptations to the building are required
- Ensuring that the right equipment is available to meet every child's needs

- Where specialist equipment is needed, contacting the Local Authority Physical Disability Support Service (PDSS) team to assess needs and provide advice and/or equipment.
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How will the school involve me in my child's progress, provision in school and how I might help at home?

We want parents to feel fully involved in every stage. Sharing information is vital and will be done through:

- Regular more formal contact to discuss progress including parent's evenings, additional review meetings and written school reports
 - Informal chats or phone contact and an invitation to come into school if needed if something arises between more formal meetings
 - Sharing ideas about how you can help your child at home
 - Communication through home school diaries
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Who will listen to my child and make sure their views are considered?

All children are given opportunities to talk about how they feel they are doing and what would help them most. For your child with SEND in addition there will be times to chat with a member of staff, informally during or at the end of supported work with a teacher or TA, or at other times when the child feels they need to talk.

More formally during review meetings

What support is available for you as a parent of child with SEND?

We want to work as closely as possible with you and to support you where we can. Sometimes you may want signposting to other organisations or support networks outside school. The SENCO will give you information we have available in school but in addition, the LA Local Offer Website provides links to all of these organisations across the authority.

How parents and children with SEND supported during transition times?

We understand that special preparations may be needed when children with SEND start at a new setting, move between classes or schools, or when they move into adult life. We aim to make this as smooth and reassuring as possible through:

- careful planning with the next setting,
 - completion of pupil passports for information sharing
 - sharing of information with parents/carers including the opportunity to meet new staff before the move
 - additional visits to the new setting
 - home visits prior to starting school
 - transition booklets and passports prepared in school around your child for the next setting
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What else is available for my child with SEND in this area?

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information online. You can find what is available in this area at: Staffordshire SEND Family Partnership

<https://www.staffs-iass.org/home.aspx>

SENDIAS is for all parents and carers of children with SEND.

Contact them: 01785 356921

Where can I find information from the Local Authority?

The 'Staffordshire Connects' website contains lots of useful information. The 'Local Offer' can be found using the link below and selecting 'Special Education Needs and Disability' button.

0300 111 8007

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

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

The school offers a wide variety of pastoral support for pupils, these include

- An evaluated PSHE (Personal, Social, Health and Economic) curriculum that aims to provide pupils with the knowledge, skills and understanding they need to enhance their emotional and social knowledge and well-being
- The school has a fully qualified Mental Health First Aider
- The school has an anti-bullying policy to support the provision in regard to ensuring pupils safety
- The children have access to a cosy corner (regulation station) at all times
- The pupils have access to a check in adult in school – if they need someone to talk to

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, complied by health professionals, SENDco, parents and the pupil themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within ***Supporting Pupils At School With Medical Conditions (DfE) 2014.***