

What kinds of SEND are provided for at St Marys?

At St Mary's it is fully recognised that all Class Teachers are the teachers of children with Special Educational Needs and Disabilities (SEND). The kinds of SEND that are provided for are categorised into four broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

At January 2017 there are the following numbers of pupils with SEND at St Mary's:

	2014-15		Feb 2016		Jan 2017	
	SEND (not including EHCP)	EHCP	SEND (not including EHCP)	EHCP	SEND (not including EHCP)	EHCP
Communication and Interaction	1	1	1	1	2	0
Cognition and Learning	5	0	7	7	4	0
Social, Emotional and Mental Health	0	0	0	0	2	0
Sensory/and or physical needs	1	0	2	2	1	0
TOTAL SEND	8		9		9	
% of the school	8.4%		9%		10%	

Policies and responsibilities

This report should be read in conjunction with the SEND policy that is available on the website. This includes details of the processes in place to identify children with SEND and for assessing their needs. Other policies that are useful are:

- Accessibility Plan
- Behaviour Policy
- Equalities Statement
- Safeguarding and Child Protection Policy
- Admissions policy
- Supporting children with Medical Conditions
- EYFS Policy
- Teaching and Learning Policy
- Health and Safety.

The governing body have a SEND governor to work closely with the Inclusion Manager. At January 2017 this governor is Juliet Stirrat.

The governors ensure that the Inclusion Manager/SENDCO, the person responsible for coordinating SEND provision and offering guidance to teachers at St Mary's is a qualified teacher working at the school and that if not already qualified has achieved the National Award in Special Educational Needs within 3 years of being in post. Governors regularly monitor the DfE Code of Practice to ensure the school is compliant with its statutory responsibilities.



The Inclusion Manager (SENDCO) from February 2015 is Sian Leahy and she is available on a Monday, Tuesday or Thursday during school hours.

Identifying children and assessing their needs

The SEND Code of Practice identifies children as having a special education need when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (Code of Practice 6.15). St Mary's also considers whether a pupil may have a disability under the Equality Act and if so what reasonable adjustments may need to be made for them (COP 6.16). Children identified as having SEND under the above definition are included on the school's Inclusion Register under the category of SEND.

The SEND policy available on the school website gives clear guidelines on how children are identified. A child may have an identified need on arrival from another setting and support is put in place following close liaison with parents, any involved professionals and the previous setting.

In addition, Pupil Progress Meetings take place six times a year, where the individual pupil progress of all children within the school is monitored. Children making less than expected progress, given their age and individual circumstances, are identified. This enables children to be identified early, as soon as there is a concern about their learning. Less than expected progress can be considered as:

- Progress which is significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening of the attainment gap.

Discussion at Pupil Progress Meetings and the review of class and playground behaviour logs, which are completed each seasonal term, also allows identification of those children experiencing difficulty with social interaction or emotional responses. Both barriers and strengths are identified to support successful interventions.

Children highlighted may be included on the Inclusion Register under the Early Intervention heading and if their progress continues to be a concern following a period of increased focus of Quality First Teaching by the Class Teacher, individual provision that is additional and different to that available to other pupils may be deemed necessary. This would result in discussion with parents in categorisation as SEND. It is the aim that high impact Quality First Teaching will result in few children requiring such support (see the SEND Code of Practice). At this stage, advice from outside professionals may be used to extend the Quality First Teaching provision and identify the child's strengths..

The approach to teaching children with SEND

- At St Mary's we want all children to become life-long learners, confident in themselves, aware

of their strengths and to be responsible citizens. We recognise each child's uniqueness and endeavour to widen the horizons of everyone in our school community. All children should be provided with a broad and balanced curriculum that will meet their individual development needs.

- All Class Teachers are the teachers of children with Special Educational Needs and Disabilities (SEND), and the majority of support, wherever possible, takes place in class. Our aim is to identify any strengths or barriers to learning as soon as possible, so that intervention can be given at the earliest opportunity to improve the long term outcomes for the child.
- An 'assess, plan, do and review' approach is taken and a plan is put in place for these children (Passport or Provision Map and/or School Based Plan) and is then reviewed at least 3 times a year with parents in a Structured Conversation. The plan may include strategies, interventions or suggestions for seeking additional advice from outside agencies.

Arrangements for consulting with parents of children with SEND and involving them in their children's education.

Parents of children categorised as SEND will be invited to review the provision for their child with the Class Teacher (and sometimes the Inclusion Manager) at least 3 times a year. We call these meetings Structured Conversations. The previous provision will be reviewed, any new information shared, considered and new outcomes agreed together. Parents will be encouraged to contribute to supporting their child's learning throughout their time at St Mary's. The appropriate format for recording the new provision will also be considered (Pupil Passport, Provision Map or School Bbased Plan). For children with an EHC Plan, one of these meetings will be the Annual Review of the Plan and all the relevant professionals will be invited to contribute.

Arrangements for consulting young people with SEND and involving them in their education.

At St Mary's we are formalising the way that children are involved in planning for their learning. Some children have a 'Pupil Passport' that indicates what helps them succeed in class, identifying what is difficult and how others can help them be successful. This also indicates what they want to learn/achieve next. Some children contribute to their plan by using having a 'pupil voice' conversation with a key member of staff or an informal 'chat' may take place. A pupil voice questionnaire can also be used to identify likes/dislikes and what makes things hard for them. This information is then used to consider support strategies.

Arrangements for assessing and reviewing pupils' progress towards outcomes.

St Mary's uses an assessment system called Target Tracker to monitor progress under the new National Curriculum without levels. This information feeds into Pupil Progress Meetings and the three times a year Structured Conversations for SEND children with parents, as described above. In addition, the individual outcomes are discussed as these may help identify a wider developmental or social need to support the pupil in making a successful transition into the next stage of their education. Progress in these areas may not be fully reflected in progress data. In September 2016 St Mary's has introduced The Thrive Approach, which allows for screening the whole school for well-being three times a year. This information informs whole school, class and

individual teaching on a variety of developmental and well-being issues, as well as providing a baseline assessment for monitoring progress towards outcomes.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

Prior to starting in Reception, the Class Teacher makes home visits and, where possible, visits to local nurseries to see the children in their current provision. Local nurseries are invited to some school events and a number of taster sessions take place to familiarise the children with the new setting. Children with SEND identified at this point usually have additional transition meeting involving the Early Intervention Team, parents and school in order to plan and prepare for a successful start to primary education.

Year 6 children are invited by secondary schools for transition days in the summer term. Families with children with additional needs are encouraged to make additional visits, and make contact with the SEND department during the application process. In addition, families are encouraged to participate in other summer workshops taking place at the relevant schools. The SENDCO at the secondary school will be contacted by St Mary's for a full discussion or additional meeting if felt this would be useful. EHCP Annual Reviews for a Year 6 child will be planned so that plans for transition can be discussed in detail well in advance.

How adaptations are made to the curriculum and the learning environment of pupils with SEND

Class Teachers understand that they are responsible for the teaching of SEND children. Lessons are planned to address potential areas of difficulty, remove barriers to learning and to utilise children's strengths to enable all pupils to have full access to the National Curriculum. This will include differentiation for all children. Consideration will be given to the adaption of the verbal and body language used; arrangement of the classroom and learning space; additional materials and equipment; children's strengths and different types of learning style. For those with SEND, additional and different provision than that which is available to everyone, is implemented, taking into account advice from outside agencies and any other needs, as identified as part of the desired pupils outcomes. This may involve input from outside agencies, individual teaching programmes and individual strategies. It is anticipated that the majority of support takes place within class. Reasonable adaptations will be taken in line with the SEND Code of Practice.

Children with additional medical needs have a health care support plan in place. If necessary additional SEND support will be recorded in the ways indicated above.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

The SENDCO/Inclusion Manager has one and half days of non-class based time allocated to allow liaison with teaching staff, parents and outside agencies and offer guidance and advice to staff regarding SEND.

The Headteacher allocates the available Teaching Assistant support, dependent on the needs within the school in liaison with the Inclusion Manager. Class Teachers work with the

SEND/CO/Inclusion Manager and Headteacher to ensure the available support is used to its best advantage.

The Headteacher regularly considers the training needs of staff in relation to the current cohort. Issues raised following the appraisal process and Structured Conversations are discussed with the Headteacher. Training/input has been recently received from ESBAS (Education Support, Behaviour and Attendance Service) and CLASS (Communication Learning and Autistic Support Service).

The school can buy in credits to access EP, ESBAS and CLASS support. Other specialists can be approached (eg, school nurse, NHS services, CAMHS, physiotherapists), in addition to those offered by county, to provide individual and whole staff training or advice.

Recent training has included:

SENCO (SL)	ES SEN Conference: How to achieve the aspirations we have for all our children and Young People	30.11.16
SENCO (SL), selected teaching staff	Pathfinder Coaching	21.10.16
SENCO (SL)	National Award for Special Educational Need	starting in May 2016
SENCO	Inclusion Day	17.3.16
SENCO	SEN Breakfast Briefings	7.12.16
SENCO	Introduction to Moving and Handling of Children	One day Valence School 3.3.16
SENCO (SL)	SEN (changes to the code of practice for schools)	July 14 Kent County Council
SENCO (SL)	KCC EY SENCO forums – Makaton and visual support Multi-agency working	Feb 14 March 14 Kent County Council
SENCO (SL)	Supporting children with dyslexia	June 2004 (Literacy Support Centre Croydon)
Other training includes: SENCO (SL)	Introduction to integrated working, Common assessment framework in practice, New to EAL, Write for EAL, write for all, Designated teacher for LAC, Braingym, Playground friends, Quiet Place (University of Liverpool)	January 2002-2007
Elizabeth Baughan	THRIVE practitioner	10 days commencing Jan 16
All staff	Thrive whole staff training	½ day
Chantal Charman, Emma Maltby Elizabeth Baughan	MAPA (Management of Actual or Potential Aggression)	Summer 15

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEND and supporting their families

The Inclusion Manager/SENDCO is responsible for ensuring that there is good liaison and information sharing with outside agencies as is required and agreed with parents. St Mary's facilitates the training for staff that outside agencies are able to offer, often arranging for Teaching Assistants to work alongside visiting professionals wherever possible. Where recent information is not available, outside agencies involved with a child will be invited to contribute to reviews wherever possible. A Team Around the Child meeting maybe convened to bring together families and all professionals working with a family to provide a coordinated and joined up support plan.

For children with EHC Plans, all involved agencies will be invited to contribute to the Annual Review. Seeking support for families is also part of this role and information regarding East Sussex parent support services is shared with all SEND parents at various intervals, but particularly when a child is placed on the SEND register, an EHC Plan is being sought or the parents are expressing concern over the support in place. The SENDCO/Inclusion Manager is gathering a list of agencies that provide support for parents including:

Parent support service: www.parentlinksussex.org.uk/

IAS support: The SEND Information, advice and support service is provided by Information for Families.

Phone: 0345 60 80 192 (option 1 for impartial SEN and disability advice)

Text: 07797 870317

Email: informationforfamilies@eastsussex.gov.uk

Open weekdays 8.30am to 5pm (4.30pm on Fridays) including school holidays. The service is free.

East Sussex Parent and Carers' Council
www.eastsussexpacc.org 07432 067242

Core assets children's services Independent supporters service for families applying for EHCP or going through transition reviews www.coreassets.com 08000 288455

Kent Parents in Partnership 03000 413000

Evaluation of the effectiveness of the provision made for pupils with SEND

The Governors, Headteacher and SENDCO/Inclusion manager use a range of strategies to review the effectiveness of SEND provision including external Raiseonline and Fischer Family Trust data reports and internal school Target Tracker information. The quality of teaching is monitored throughout the year and evaluation of individual provision takes place at 6 times a year at Pupil Progress Meetings and 3 times a year in Structured Conversations with parents. Parental comments from questionnaires and meeting feedback are also used to inform our action planning. The SEND self-review tool can also be used to support action planning.

Recent data for SEND

Early Years Foundation Stage

In 2015-16 low numbers of SEND in EYFS results in non-significant data.

In 2014-5 SEND pupils in EYFS made good levels of development in all areas bar one.

End of Key Stage 1 results

In 2015-16 there were no SEND pupils at the end of the KS1 cohort (Y2).

In 2014-15 66% of SEN pupils at the end of KS1 met age related expectations in reading compared with 94% of non-SEND, 0% in writing compared with 100% non-SEND and 33% in maths compared with 100% non-SEND. St Mary's SEND pupils at KS1 had a higher Average Point Score than SEND pupils nationally in reading and maths and all SEND pupils in Year 2 met the phonics screener retest threshold.

End of Key Stage 2 results

In 2015-16 low numbers of SEND make any reporting statistically insignificant. Progress made in reading was better for SEND children than for all other groups of children.

In 2014-15 all SEND pupils at the end of KS2 attained the same or better outcomes than the general school cohort and performed better than national SEND in all areas.

In 2014-15 St Mary's SEND pupils made more or the same progress than non-SEND children and than SEND pupils nationally in reading and writing from KS1 to 2

Budget allocation

The notational SEND budget is used to provide Teaching Assistant support across the school. In addition, resources purchased have included:

	2015-6 (at Dec 15)	2016-2017
Staff/advice	Supply cover to allow structured conversations EP hours: 6 credits ESBAS hours 6 credits Pupil teacher ratio reduced in Y3 and 4	ESBAS: 12 credits
Staff development	MAPA training x 3 people	Thrive training whole staff
Assessment and physical resources	Assessment screeners - Language Link Nessy x 4 logins	Language Llink screener

The OFSTED report July 2016, in which the school was graded 'Good', indicates:

'The partnership at senior leadership level between the Headteacher and the Special Educational Needs Coordinator is strong. Together, they have instilled a culture of 'learning together' among teaching staff, who are reflective and open to advice and guidance on how to develop their classroom practice.'

'The school's work to promote pupils' personal development and welfare is good. Pastoral support is strong, especially for pupils with complex needs or those who encounter barriers to learning.'

'Because there are low pupil numbers in each year group, making comparisons with national averages is not helpful when considering outcomes. This is especially the case for different pupil groups including disadvantaged pupils and the most able, and those with special educational needs or disabilities.'

'Pupils with special educational needs and disabilities receive focused support, especially those who are in danger of falling behind. Because of this, most make good progress. One parent who spoke to the inspector was particularly positive about the support her child had received since joining the school from another local school.'

Reports in 2015-16 received following liaison with the SEND consultant confirm that the focus of the SENDCOs action plan is appropriate and that the correct skills are available to move forward.

SENDCO involvement in Pupil Progress Meetings and regular Structured Conversations has supported the improvement of Quality First Teaching. This has been demonstrated by Headteacher monitoring of the quality of teaching and learning that is reported to governors and the School Improvement Partner.

Training from Claire Gadsby in 2015-16 on irresistible learning is being used in class to ensure all learners are engaged and enabled to work independently (see governors report/staff development logs)

Regular drop-ins and meetings with the Teaching Assistants is improving confidence, the delivery of interventions and improvements in outcomes for children.

Liaison with outside agencies such as ESBAS confirms that staff respond to advice and use it to improve provision for individuals.

In 2015-16 reduced teacher pupil ratios in Y3 & 4 improved outcomes for Y4 SEND children.

Referral to outside agencies such as CAMHS has resulted in positive emotional outcomes for children.

How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND

The expectation is that all children engage fully in all aspects of school life. The majority of SEND provision takes place in class and all children are expected to access the full range of education activities offered including after school clubs and trips. Teachers take this into account in their daily planning. Where necessary, additional risk assessments will take place and reasonable adjustments will take place in order for full participation alongside the peer group. For example, following risk assessments, additional adults may be allocated to a school trip ensuring higher ratios. Wherever possible, with parental consent, outside providers (of after school clubs, for example) are provided with information as necessary to ensure full access is possible.

Support for improving emotional and social development

The school has a number of pastoral support systems in place that allow for the opportunity to listen to the views of children with (and without) SEND and aim to prevent bullying. The school has a Personal Social and Emotional programme in place while Circle Time, theme days/weeks and assemblies are used to focus on and revisit these themes. 'Pupil voice questionnaires' can be used with individuals to ascertain their feelings regarding school in addition to whole school questionnaires and feedback from the School Council.

TA time is allocated for 'Got a worry' time where children can request a 'chat' with a designated adult they contact via the worry box. The SENDCO/Inclusion Manager also directs the worry time TA to seek out/work alongside particular children to allow encourage a trusting relationship to develop so that children feel more comfortable to use the worry box system.

In addition The Thrive Approach is being introduced in 2016-17 to support developmental and well-being in all learners. Individual work with a Thrive Practitioner will also be planned for those with in highest need of support to access learning.

Other provisions may include speech and language groups, social communication and awareness groups and playtime/lunchtimes clubs and activities. These may be provided as a general whole school activity or as an individual SEND provision.

Arrangements for handling complaints from parents of children with SEND about the provision made in school.

For concerns about the provision in an EHC Plan parents have the statutory right to appeal against the decision of the Local Authority. Complaints that fall into this category cannot be investigated by the school.

Any concerns regarding the day to day running of the school, interpretation of policies, the actions/inactions of the staff at school, the SEND policy as determined by the governing body or educational provision for children should be considered in line with the school Complaints Policy. This refers parents to the Class Teacher in the first instance, and then to the SENDCO/Inclusion Manager and Headteacher in progression if the concern is continues.

Unresolved complaints can be taken directly to the First Tier Tribunal (Special Educational Needs and Disability).

Approved by the Governing Body

February 2017