



Headings in bold and italics indicate the information required for the SEND information report as required by the code of practice. Other headings include other items of school policy.

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.

In November 2018 there are the following numbers of pupils with SEND at St Mary's:

	Nov 18		Jan 18		Jan 2017	
	EHCP	SEND (not including EHCP)	EHCP	SEND (not including EHCP)	EHCP	SEND (not including EHCP)
Communication and Interaction	<u>0</u>	<u>7</u>	<u>0</u>	<u>6</u>	<u>0</u>	<u>2</u>
Cognition and Learning	<u>0</u>	<u>5</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>4</u>
Social, Emotional and Mental Health	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>2</u>
Sensory/and or physical needs	<u>0</u>	<u>3</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
TOTAL SEND	<u>15</u>			<u>14</u>		<u>9</u>
% of the school	<u>15/99= 15%</u>			<u>14/93 = 15%</u>		<u>10%</u>

Policies and responsibilities

This report includes details of the processes in place to identify children with SEND and for assessing their needs. Other policies that are useful are the school Accessibility Plan, Behaviour Policy, Equalities Statement, Safeguarding and Child Protection Policy, Admissions policy, Supporting Children with Medical Conditions, EYFS, Teaching and Learning Policy and Health and Safety.

The governing body have a SEND governor to work closely with the Inclusion Manager. At November 2018 this governor is Juliet Stirrat. She liaises with the SENDCO/Inclusion Manager and the Senior Leadership of the school to keep up-to-date with, and monitor the school's SEND provision to ensure that the school is compliant with its statutory responsibilities as indicated in the SEND Code of Practice.

The SEND Information Report is updated annually and published on the school website.

The governors ensure that the Inclusion Manager/SENDCO, the person responsible for coordinating SEND (SENDCO/Inclusion Manager) 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..

The role of the SENDCO

The SENDCO/Inclusion Manager has responsibility for the day to day operation of the SEND policy including:

- The responsibility for the day to day operation of the SEND policy
- In conjunction with the Headteacher to plan and co-ordinate the school's strategies for identifying children with SEND; in addition to advising on the deployment of the delegated budget to effectively meet needs, and ensuring the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- to co-ordinate provision and manage an effective provision monitoring system, outlining additional provision throughout the school including liaising with the Designated Safeguarding Lead where a Looked After Child has SEN;
- to oversee an efficient system for monitoring, recording and tracking progress of children with SEND, including maintaining a register of such children and keeping records updated;
- to advise on, and where appropriate carry out, more detailed assessment;
- to advise teachers on the graduated response and appropriate teaching arrangements for children with SEND and to assist with the planning and implementation of individual and group learning programmes;
- being the contact for and to liaise closely with and develop good relationships with outside agencies and ensure their advice is used appropriately;
- to ensure continuity for children with SEND from class to class and school to school;
- in conjunction with the ICT co-ordinator, to use information and communications technology to help pupils gain access to the curriculum as an aid to teaching and learning;
- to identify and make provision for training needs; school-based or on courses; involving teaching staff and /or Teaching Assistants (TAs);
- to liaise with parents of children with SEND and ensure that regular discussion takes



place with them;

- to seek the views of children with SEND, and to take them into account when planning;
- to link with feeder and secondary schools to ensure smooth transition and to liaise with schools during mid-year admissions where appropriate;
- To use self-review tools as appropriate for reflection and self-evaluation, to form a basis for future development.

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 strengths and endeavour to utilise these strengths and 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 (Access, Plan, Do and Review (APDOR)(sometimes alongside a pupil passport, or an East Sussex Additional Needs Plan) and this 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.
- Everyone at St Mary the Virgin CE School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. 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.
- Effective inclusion results in happy pupils who make good progress towards targets; show improvement in their independence, social, communication, English, Maths, ICT and self help skills; are helped to access the wider curriculum; are motivated to learn and develop their strengths, self-esteem and confidence in their ability as learners; all of which contribute to increasing the positive long term outcomes for children.
- Staff awareness - The SENDCo will liaise with the HT to ensure that systems are in place to ensure that all staff working with pupils have an awareness of any SEND. Provision and Planning Boards in each class hold a copy of the Inclusion register for that class and relevant APDOR plans with their intervention records.
- The sharing of Medical Health Plans and individual conversations will vary as necessary and depending on need. Where possible all staff working with the child will be involved in the review process.
- Staff will work in a way to avoid isolation of the children they are supporting and to develop their strengths, and reasonable adjustments will be made to ensure full access and well being
- Broad and balanced curriculum - The school will ensure that all children have access to a balanced and broadly based curriculum (no child will be excluded from any learning



activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads to inclusion) and endeavour to utilise all children's strengths.

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 schools inclusion register under the category of SEND.

At St Mary the Virgin CE Primary School we are keen to identify barriers to learning as early as possible.

Children new to the school in Reception undergo Baseline assessment on entry, and Language Link assessments that review levels of receptive language. These feed into the progress discussions.

In addition 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.

Each term teachers meet with the Senior Leadership Team and discuss the progress and strengths of all children. Discussion includes analysis of data from within the schools data wall and tracking system (Target Tracker), attendance, The Thrive Approach profiling, response to day to day classroom work and routines, additional assessments that may have taken place, observations and analysis of the playground and behaviour logs and any conversations with parents. 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, or widening of the attainment gap.

Discussion at pupil progress meetings and the review of class and playground behaviour log, also allows identification of those children experiencing difficulty with social interaction or emotional responses. Both barriers and strengths are identified to support successful interventions.

Differentiated curriculum

At this point the class teacher will adapt their high quality first teaching in attempts to use children's strengths and reduce the barriers to learning. This may include increasing the levels of differentiation used to support the pupil, adapting learning objectives and teaching styles, access strategies, using pre-teaching, small group work, some individual supports, mentoring, peer support, or alternative methods of recording and assessment. Additional support maybe sought such as advice from the SENDCO or outside agencies (in agreement with parents). At this point a summary of the concerns, the children's attainment levels and strengths will be generated by the class teacher including a review of strategies that have been tried already. This

can be recorded on a Record of Concern available from the SENCO. There may be agreement to make additional assessments.

The needs of the child will be provided for within the whole class planning frameworks and individual target setting and will be recorded on a Whole Class Provision Map from the Pupil Progress meeting. These supports would be discussed at parents evening. A Pupil Passport may be used to share access arrangements and preferred teaching styles with all staff (including supply staff). Pupils are invited to contribute to this indicating what they want to learn, what is difficult for them and what helps them.

Ongoing monitoring

The pupil would continue to be monitored by the class teacher and the senior leadership team at the termly progress meetings. Some children continue to make inadequate progress despite high quality teaching and support targeted at their areas of weakness.

Identifying a child as SEND

Children highlighted may have additional class based intervention as highlighted on the class provision map and if their progress continues to be a concern following this 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 and categorisation as SEND. It is the aim that high Quality First Teaching will result in few children requiring such support (see the SEN Code of Practice). At this stage, advice from outside professionals may be used to extend the Quality First Teaching provision and the child's strengths are identified to build on.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

In the situation as stated above parents would be invited in to discuss the pupil's progress and barriers to learning usually with the class teacher and sometimes the SENDCO/Inclusion Manager. More detailed assessments and advice from outside agencies may be used to understand what additional resources and approaches are required to enable the pupil to make better progress. A plan for this and the identification of desired outcomes would be developed and recorded on an (APDOR) Access, Plan, Do and Review plan or an East Sussex Additional Needs Plan. This document may include Pupil Passport. At this point we have identified that the pupil has a Special Educational Need because the school is making additional and different provision to what is normally available from high quality teaching and the pupil would be categorised as SEND. This is always shared with parents.



If the pupil is able to make progress using this additional and different resource (but not without it) they will continue to be identified as SEND. If as a result of additional short term support the pupil is able to maintain progress without the additional and different resource, he or she will no longer be identified as SEND.

Any changes of categorisation will be discussed with parents and they will be formally notified.

Medical Needs

Children with SEND may also have medical needs but not all children with medical needs have SEND. A child with medical needs will have a Health Care Plan in place in line with the Medical Conditions in School Policy.

Additional and different resources

The school will seek to source resources that are required to support a child as advised by professionals in order to make reasonable adjustments for them to access the curriculum.

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 three times a year for well-being. This information informs whole school, class and individual work on a variety of developmental and well-being issues, as well as providing a baseline assessment for monitoring progress towards social and emotional outcomes.

Structured conversations are timetabled for three times per year and involve the parents/carers, class teacher, sometimes the SENDCO and where possible, other adults involved in supporting the child. Desired outcomes, short term targets and barriers to learning are discussed, reviewed and agreed using the information indicated above

Educational Health Care Plans (EHCP)

If the child continues not to make progress despite vigorous additional and different resources being utilised, the school in liaison with the parents can request the Local Education Authority to make a statutory assessment of the child's SEN. If the LEA agrees, it collects information from all the people who have been involved with the child. From this the LEA Special Needs Officer decides whether the child needs a Educational Health Care Plan to meet their needs. The East Sussex SEND Matrix gives an indication of the level of need that allows schools and parents to evaluate whether a request for statutory assessment might be appropriate.



For children with an EHCP Each year the school must hold an Annual Review of the Educational Health Care Plan with the parents and inviting all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews.

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 Marys. The appropriate format for recording the new provision will also be considered (usually an APDOR (Access, Plan, Do and Review) perhaps with pupil passport or an East Sussex Additional Needs 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.

Good partnerships with parents and the involvement of the pupil are vital to ensuring that all aspects of a child's wellbeing and development are taken into consideration when establishing possible outcomes and St Mary's strives to ensure parents are involved at every stage of support.

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' included in their APDOR plan 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. Children can 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. In addition, children from the school council and Love, Strength and Faith champions have regular discussions with the Head of School. All children are encouraged to talk with their teacher via the Bubble time system and to share a worry using the worry box.

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 SEN children. Lessons are planned to address potential areas of difficulty, remove barriers to learning and to utilise children's strengths so enabling all pupils full access to the national curriculum. This will include differentiation for all children. Consideration will be given to the adaptation of the verbal and body language used, arrangement of the classroom and learning space, additional materials and equipment, children's strengths and use a range 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 day 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 Executive Headteacher and Head of School allocate the available teaching assistant support dependent on the needs within the school in liaison with the Inclusion Manager. Class teachers work with the SENDCO/Inclusion Manager and Head of School to ensure the available support is used to its best advantage.

At November 2018 2.5 afternoons have been allocated for additional TA support for individual interventions.

The Executive Headteacher and Head of School regularly consider the training needs of staff in relation to the current cohort. Issues raised following the appraisal process and structured conversations are discussed with the Executive Head and Head of School. Whole school training/input has been recently been received from CLASS (Communication learning and autistic support service) for Speech and Language and further training is planned for the academic year 2018-9 including Autism and Dyslexia.

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



Recent training has included:

SENCO (SL)	Designated Teacher for Looked After and Adopted Children	25.9.18
SENCO (SL)	Introduction to Anxiety NHS PMHW CAMHS	2-5pm 14.6.18
SENCO (SL)	Leadership and Management – Developing a whole school approach to Mental Health and Wellbeing	28.06.18
SENCO (SL)	Participation in ES SEND Panel	5.07.18 14.12.17
SENCO (SL)	ES SEND Inclusion conference:	15.11.18 16.11.17 10.11.16
SENCO (SL)	Thrive practitioner training (10 days)	Sept/Nov ongoing
SENCO (SL)	National Award for Special Educational Need	Completed July 2017 Awarded Nov 2017
SENCO (SL)	Supporting and Understanding the Traumatized Child - Attachment, Trauma and Recovery Richard Rose at Trauma Intervention	2/3/17
SENCO (SL), selected teaching staff	Pathfinder Coaching	21.10.16
SENCO (SL)	Language link CLASS	11.6.17
SENCO	Introduction to Moving and Handling of Children	One day Valence School 3.3.16
SENCO (SL)	Supporting children with dyslexia	June 2004 (Literacy Support Centre Croydon)
All staff	Thrive whole staff training	½ day Sept 17
All teaching staff	Dyslexia training	Staff meeting led by SENCO Dyslexia Specialist at East Hoathly Primary School Summer 18
All teaching staff	Speech and Language (CLASS)	3 hours 12/11/18 10.12.18
All staff	Growth Mindset	January 2018
All teaching staff	Autism (CLASS) Dyslexia (CLASS)	Planned for Spring and Summer 2019
Thrive Practitioner (CT)	10 day Thrive Practitioner	Completion date Jan 19
Teaching Assisant (CT)	Sensory Circuits	2017
Teaching Assistant (NB)	Language Link Training (CLASS)	2 half days

New staff training needs are considered during induction. The SENDCO is able to provide advice and training for staff via staff meetings, TA meetings and individual meetings. In addition,

training for staff is reviewed by the Headteacher during the appraisal process for both teaching staff and teaching assistants. Any training identified as a need following school based plan reviews or on the arrival of a new child is raised with the Headteacher by the SENDCO. St Mary's welcomes input from external professionals such as speech and language therapists/Physio Therapists and will facilitate training for staff via these professionals as necessary.

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 multiagency 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 able to share a list of supports for parents on request, this is also available by the office in school and includes:

- The local offer is available on the school and East Sussex website:
www.eastsussex.gov.uk/localoffer
- Amaze SENDIASS Special Educational Needs and Disability Information, Advice and Support Service for families in East Sussex
01273 772289
eastsussex@amazebrighton.org.uk
www.amazebrighton.org.uk
- School Nursing Team (ESCIS)
0300 123 4487
Parents can self refer by calling in or school can support this.
- Parenting Advice Line
Triple P parenting support
01424 725800
www.openforparents.org.uk
- Family Lives website
Offers parenting advice in a range of areas – toddlers/preschool, primary, bullying, divorce and separation. Confidential helpline, parenting videos, forums, online parenting courses, leaflets include: Moving to secondary school, discipline, stepfamilies, bullying, starting school and lots more



<http://www.familylives.org.uk/>

0808 8002222

- Autism/Social Communication Support for parents and carers of children/young people with Autism/Social Communication difficulties

CLASS@eastsussex.gov.uk

- NSPCC helpline professional counsellors available 24/7 for help, advice and support
0808 800 5000

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 SEN provision including ASP (Analyse School Performance) reports and internal data wall and Target Tracker information. The Quality of Teaching is monitored throughout the year and evaluation of individual provision takes place at 3 times a year at pupil progress meeting 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 SEN self-review tool can also be used to support action planning.

Recent data for SEND

Early Years Foundation Stage

In 2017-18 66.7% of SEND (3) children made good levels of development

In 2016-17 SEND children (2) did not meet a good level of development.

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

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

Phonics Screener Year 1

In 2017-18 50% of 2 SEND children in Year 1 met the threshold for the Phonics Screener

End of Key Stage 1 results

In 2017-18 0% of SEND (3) were assessed at working at the expected level in reading, writing or maths. All 3 were assessed as working towards the expected standard. 66.7% of these 3 SEND pupils met the threshold for the Phonics Year 2 Screener

In 2016-17 50% of SEND (2) were assessed at working at the expected level in all areas, compared with 60% of non-SEND in reading, and 80% of non-SEND in writing and mathematics.

In 2015-16 there were no SEND pupils in the end of 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.

Phonics Screener Year 2

In 2017-18 66.7% of the 3 SEND pupils met the threshold for the Phonics Year 2 Screener

In 2016-17 all SEND pupils in Year 2 met the phonics screener retest threshold.

End of Key Stage 2 results

In 2017-18 there were no children with SEND.

In 2016-17 Progress of SEND pupils (3) in all areas was in line with national. 33% of SEND (3) pupils met the expected level in all areas. 33% were assessed at working at greater depth in Reading. 100% met the expected standard in Science in line with non-SEND pupils.

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 made more or the same progress than non-SEND children and than SEND pupils nationally in reading and writing from KS1 to 2

Other reports reviewing SEND provision

The OFSTED report July 2016 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 SENCOs action plan are 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 HT 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 has improved outcomes for Y4 SEND children.

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

Budget allocation

The notional SEND budget is used to provide teaching assistant support across the school and to provide some additional resources and training. For 2018-19 this amount was: £25,506.

	2018-19	2017-18	2015-6 (at Dec 15)
Notional SEND budget	29,512	£26,506	
Staff/advice	CLASS support 6 units ESBAS support 3 units	CLASS support 5 units	Supply cover to allow structured conversations EP hours: 6 credits ESBAS hours 6 credits Pupil teacher ratio reduced in Y3 and 4
Staff development	SEND Inclusion conference Language link training Thrive practitioner training x 1 Thrive practitioner CPD	SEN conference	MAPA training x 3 people
Assessment and physical resources	Language Link Weighted cushion Toe by Toe resources Alpha to Omega	Language link screener Pencil grips, adapted pens, coloured overlays	Assessment screeners – Language Link Nessy x 4 logins

Resource Allocation

- Each teacher is responsible for delivering high quality first teaching that takes into account the needs and strengths of all the children within their class. Differentiation, groupings, consideration of the environment and learning styles is available to all children as a part of quality first teaching.
- Each year Senior Leadership consider how the allocation of additional human resources to



each year group. This is reviewed throughout the year as necessary when children arrive/leave the school or as differing needs arise.

- Additional support may take the form of the class teacher adapting their usual style/mode of teaching, support from a Teaching Assistant (TA) in focused intervention in groups or for individuals, personalised resources, or personalised advice from outside agencies.
- Where necessary and as recommended by professionals specialist equipment, books or other resources that may help the child are sought.

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 curriculum in place, 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.

Each class has access to 'bubble time' – a way to request talk time with the class teacher in addition 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 Thrive Approach introduced in 2016-17 is used to support developmental and well-being in all learners within the school and a number of children receive individual Thrive sessions. Individual work with a Thrive Practitioner or Teaching Assistant (under the guidance of the practitioner) supports those with the highest need of support to access learning. Teachers are provided with an action plan for groups within their class that can be used to inform their whole class planning.

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

Admission Arrangements

The school follows East Sussex Policy for admissions (see the Admissions Policy) which takes into consideration the duties required under the Equalities, SEN, Disability and discrimination

legislation. Children with an Educational Health Care Plan can name St Mary's as their preferred school and in these circumstances they must be admitted. For all other SEND children the same criteria apply as is stated in the East Sussex admissions policy.

The school environment

The classrooms at St. Mary the Virgin CE School are on a level site with easy access to all areas, both inside and outside. The children's entrance to the school is via a sloped lane at the side of the school. There is a steep ramp from the playground to the children's main entrance at the back of the school and small steps from the classrooms that have direct access to the outside area. A small carpark (not belonging to the school) is available at the front of the school. There is an accessible toilet. There are no other specialist facilities.

The accessibility plan (available on the website) indicates future plans for improving our school environment.

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, 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).