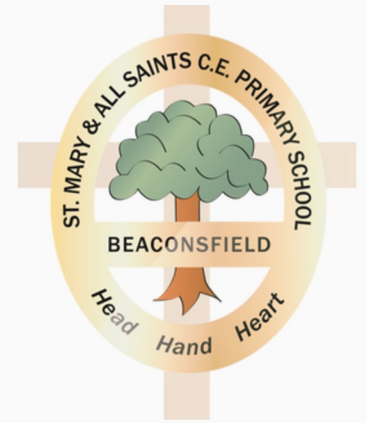


MONTHLY REPORT — NOVEMBER 25



St Mary & All Saints

SEND

Information

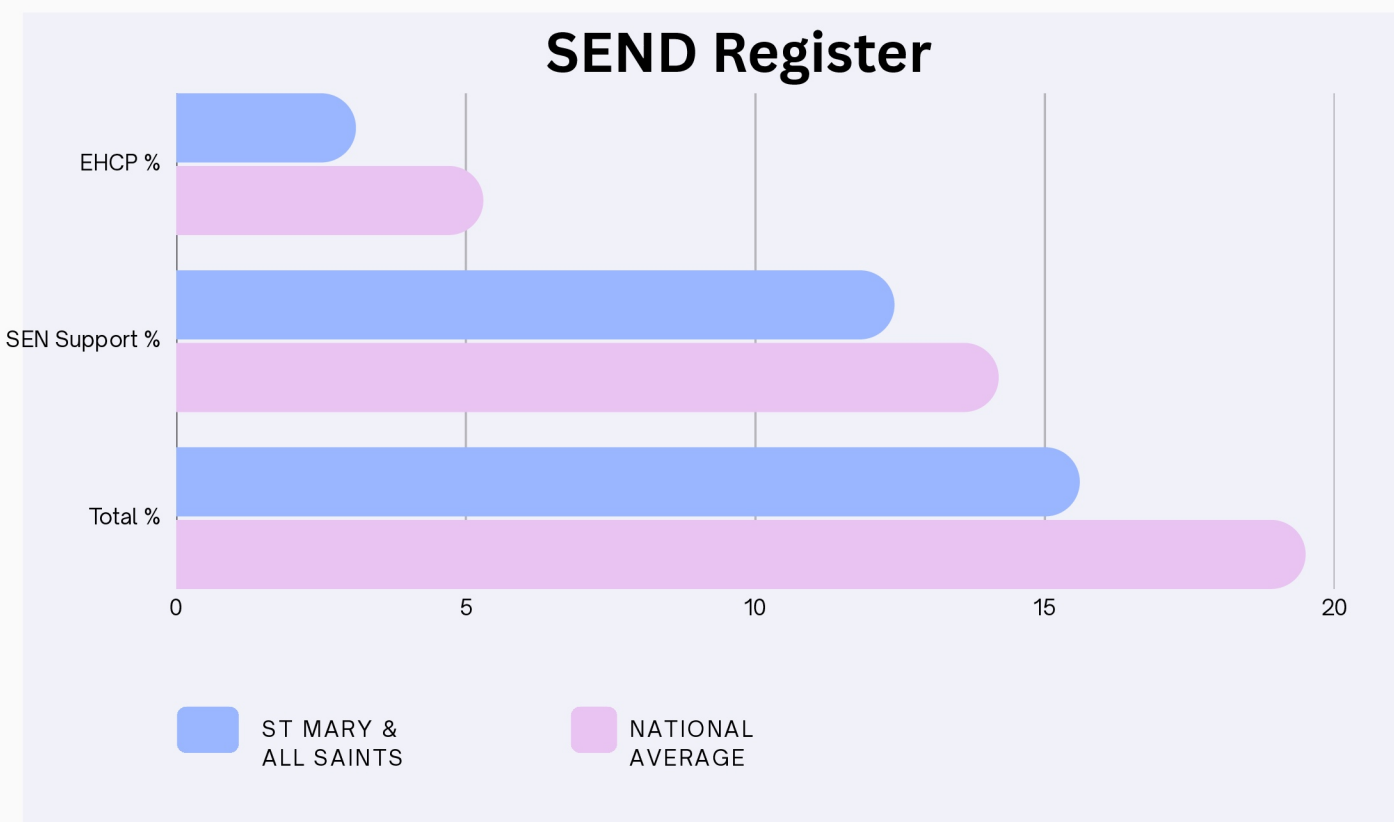
Report

SEND Information Report

St Mary and All Saints CE Primary is a fully inclusive and welcoming school that is committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

As a school, we work hard to effectively support and actively include all pupils, regardless of their individual needs and difficulties, and seek to remove barriers to learning to help them to succeed. We work hard to find out what motivates each individual and use this to bring out the best in them, whatever that strength or passion may be.

This report provides information regarding the many ways in which we ensure we support all of our children, including those with SEND. As a school, we constantly review and evaluate our practice to meet the changing requirements of individual children.



Our SEND data is represented in the grid above as a percentage, showing that our SEND numbers are slightly below the national average.

What are our school's admission arrangements for pupils with SEND or disabilities?

St Mary's welcomes all children regardless of special needs or disability. Pupils with additional needs may have extra visits before starting school and there will be close liaison with parents to ensure that appropriate arrangements are in place.

How does the school know if children need extra help?

A child may have an additional need within and across these four areas of SEND:

- **Communication and language**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and physical**

We track the progress of children closely, as well as monitoring behaviour and emotional wellbeing, in order to quickly identify pupils who may need extra support. We identify age-related expectations and act quickly to support children who do not meet them.

We carry out standardised reading, English and maths tests at least once per term, which allow us to draw comparisons with children across the country. We also use Speech and Language Link screeners across various year groups to analyse and support needs.

All staff at SMAS know their children well and this is often the best tool in recognising when children need extra help. However, parents and carers often have insight into areas their children struggle with and you can ask for help at any time. When children transfer to St Mary's, we liaise closely with their previous setting, particularly for children who are identified as having additional needs. Finally, children often know if they need help and we will listen to them and encourage them to have an active role in target-setting.

ADDITIONAL NEEDS IN:

**Communication
and language**

ADDITIONAL NEEDS IN:

**Cognition and
learning**

ADDITIONAL NEEDS IN:

**Social,
emotional and
mental health**

**The 4 SEND
Areas**

ADDITIONAL NEEDS IN:

**Sensory and
physical**

Support

What to do next

I think my child may have additional needs. What should I do?

Come and talk to your child's class teacher as soon as possible. You can also contact the SENDCo (Claire Levin) via the school office.

office@stmaryallsaints.co.uk



How will school staff support your child?

- Class teachers have responsibility to provide high quality teaching to all children, including those with special needs (SEND). They will tell you at our regular parent meetings how we are helping your child. At St Mary's, we believe that 'Good teaching for SEND is good teaching for all', therefore all lessons are planned and adapted to suit the needs of all learners, using a wide range of strategies within the classroom to help your child. Some children may have extra support which is additional to, and different from, the usual classroom offer.
- This support may involve adapted resources or additional adult support and may be delivered by a Learning Support Assistant (LSA), teacher or through an online platform such as Nessy. At St Mary's, we call these intervention sessions 'zippies' and they target any additional need such as emotional wellbeing, spelling, times tables, pre and post teaching, social stories, comprehension, phonics, speech and language and many more. The first step to provision in Bucks is referred to as Ordinarily Available Provision, or OAP (soon to be known as 'Universal Provision'. More can be read about this here: <https://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/ordinarily-available-provision/>
- Additional support is targeted to meet specific needs and is planned by the class teacher and SENDCo in collaboration with the child and parents and any external specialists who may be involved. Provision is reviewed regularly and is baseline-assessed and then impact-assessed to make sure we are helping your child in the right way. We work closely with other professionals (Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Physio, CAMHS staff, Specialist Teachers Service, PRU, Family Support, Social Care and the School Nursing team) to make sure we are helping your child effectively.
- We will record the extra help we are giving your child on either the whole class provision map or on a SEND Support Plan (SSP - a short document which outlines the outcomes we want to achieve and how we plan to do this) which is co-produced by the school, parents and child.

Communication

Who will explain to us what is happening to our child?

When we identify that your child may have additional needs, the class teacher and/ or SENDCo will meet with you to discuss our concerns and plan their provision. The class teacher is responsible for the children's learning and is best placed to explain how each child is being supported in class. With your input and that of your child, they will produce your child's SSP, if they have one, and talk through the outcomes we hope to achieve for your child as well as how you can help at home.

If your child receives additional support (eg through an EHCP), the school will keep in close contact with you and you will be able to chat regularly about your child's progress with the class teacher as required.

Meetings with the SENDCo to discuss any other matters can be arranged via the school office. The SENDCo is also available on the playground on a Monday, Wednesday, Thursday or Friday morning and afternoon.

How will I know how my child is doing? When can I discuss my child's progress?

We have Parent Consultation meetings in the Autumn and Spring term where class teachers will discuss your child's progress and set new targets. This may also be a chance to update SSPs or these may require a further, more in-depth meeting at another time. The SENDCo has appointments available on Parent's Evening which can be booked via the school office.

If your child has an ECHP then we hold Annual Review meetings where we discuss progress and identify outcomes for the next year. If professionals from outside school are working with your child, then regular meetings will also be arranged to monitor the impact of the strategies they suggested.

In the Summer Term, a report is sent home which details the progress your child has made against national benchmarks.

There is an opportunity to discuss these reports with both class teacher and/or SENDCo.

Staff are always happy to meet to discuss progress throughout the year. These meetings are most useful if they are done by prior appointment. The office staff are happy to make appointments with class teachers or the SENDCo.



Curriculum

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

It is our aim to deliver quality first teaching to the whole class, adapting, tailoring and refining the content as necessary; we focus on matching learning to every child's needs. Our broad, balanced and creative curriculum is designed so that each child can take part and learn; learning is underpinned by the SMAS Values of Wisdom, Creativity and Love.

We review our grouping arrangements regularly and have a team of support staff who we deploy creatively to enhance and enrich learning. They may work with a small group or with a child 1:1, both inside and outside the classroom, to provide SEND support and tailored interventions.



We encourage and nurture children's strengths and celebrate achievement across the board from sporting skill to artistic talent.

How will the school support us to help our child's learning?

We hold 'Meet the Teacher' meetings in the Autumn Term (Summer Term leading into Reception) to explain the curriculum for the year and how you can help your child. We also hold a series of 'Spotlight On...' sessions on subjects such as SEND, e-Safety, phonics, sport, spelling and maths where we explain our approach to the teaching of these areas and detail how you can best support your child. This a good opportunity to gain knowledge and strategies in order to support your child as well as to make links with other parents who are 'walking the same path'.

Home Learning is set weekly using our online learning platform, Seesaw, as well as weekly spellings from Year 1 upwards and daily reading. You are encouraged to support your child in completing their home learning tasks. Tasks may be adapted for children according to need.

For those children with additional needs receiving SEND support, SSP targets are shared with you termly, on the half term (ie October, February and May). These are co-produced with the parents and child. Class teachers and the SENDCo are always happy to discuss extra ways you can support your child at home.

We cannot emphasise enough the benefits of daily reading with your child. Stories, magazines and information books are all valuable resources and provide a special 1:1 time with your child.

Wellbeing

What support will there be for my child's overall wellbeing?



All staff share responsibility for the welfare of the pupils while they are at St Mary's and Wellbeing is a key priority within our school. If you have concerns about your child, we encourage you to approach the class teacher or Learning lead.

Whole school approaches to wellbeing include a relational approach, Zones of regulation, Calm Spaces in each classroom, whole class regulation breaks and the 'Trusted Five' approach.

We have four specially trained ELSAs (Emotional Literacy Support Assistant) who provide weekly support interventions for mental health, wellbeing and self-esteem and can also provide additional support through school staff or outside agencies where needed.

We also have a school Nurture group which aims to foster positive relationships with both teachers and peers in a supportive environment.

Relevant staff are trained to support any medical needs your child may have, including allergies.

We draw up medical care plans when required, for example if your child needs to regularly take medicines in school.

THE ZONES OF REGULATION



Blue Zone

Sad
Bored
Tired
Sick



Green Zone

Happy
Focused
Calm
Proud



Yellow Zone

Worried
Frustrated
Silly
Excited



Red Zone

Overjoyed/Elated
Panicked
Angry
Terrified

Safeguarding

What safeguarding measures are in place in our school?

Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted and where safeguarding is very effective. Leaders and staff work effectively with external partners to support pupils who are at risk or who are known to be vulnerable.

The Headteacher is the Designated Safeguarding Lead (DSL). There are also four Deputy DSLs. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and DSL posters are highly visible in the school, with children knowing who to go to for help when needed. Our 'Trusted Five' initiative reinforces for children who to go to for help when they are worried. Policies and procedures are in place within school to deal effectively with any safeguarding issues and regular training of staff takes place.

The school uses a secure digital platform to log all safeguarding concerns. All staff in school have been trained to use the system and are able to log on to file concerns. The DSL and DDSs are alerted to any new concerns via the platform.

All staff, governors and regular volunteers undergo enhanced DBS checks (Disclosure and Barring Service).

What if a looked-after child has SEND needs?

The Designated Teacher, trained by the Virtual School, is Claire Levin. The school closely monitors the progress of looked-after children and previously looked-after children.



The school liaises closely with any professional involved with the child and ensures that their support works in harmony with their care plan and PEP. Outcomes are agreed with parents or carers and close monitoring takes place of the impact of their support.

Where appropriate, the school will liaise with the Virtual School for further advice, training or additional funding for specific assessments or interventions.

Staff Training

What training will the staff supporting children and young people with SEND have?

All staff are trained in identifying and teaching pupils with SEND through regular whole staff training sessions, both for LSAs and class teachers.



We are responsive to the needs of our school community and plan training accordingly. Additional targeted training is provided according to specific needs in a classroom, either from the SENDCo or external agencies as appropriate. Previous whole school training includes: Trauma and Attachment, ADHD, Step On (de-escalating behaviour), Autism, EAL, Working memory, Executive Functioning, Sensory Processing, Attention and Auditory Memory and ULS Phonics training.

Outdoor Learning

How will children be included in activities outside the classroom, including school trips?

We endeavour to ensure that all of our outside learning activities and trips are accessible for all of our pupils. Staff work hard to enable appropriate provision to be made to support individual children.

Special arrangements can be made for swimming and PE as necessary.

Our after-school clubs are inclusive, with all reasonable adjustments made to enable a child to participate. SEND is well-represented in our wide variety of after-school clubs.



How accessible is the school environment?

The ground floors of both our buildings are wheelchair accessible. We review the location of classrooms as necessary to make sure facilities are accessible for pupils with impaired mobility. There is an accessible toilet facility in the main building.

The KS2 building has a lift and is fully accessible. It has accessible toilet facilities on each floor. Identified students have a clearly recognised set of procedures to meet their needs in case of fire. We have an accessibility plan in place.



Transition

How will the school prepare and support my child when they join the school, or transfer to a new school?

We work closely with our feeder nurseries and parents in the transition to primary school. Positive relationships are nurtured with nurseries and detailed handovers take place, as well as visits where possible, to the children in their setting.

Our reception teachers also offer home visits give ample time for a thorough transition. During the summer term before starting, Reception children are invited to a 'Stay and Play' as well as a transition morning, where they meet their teachers and new friends, and settle into their new learning environment.

Where a child joins us later in the school, we are happy to meet beforehand to discuss any additional needs they may have.

When your child leaves us in Year 6, our secondary colleagues speak to both class teachers and the SENDCo to make sure each new school has a clear picture of your child's strengths and needs.

For children who may need extra transition arrangements, where possible, we are happy to put these in place.

If your child transfers mid-phase to another school the handover, often by phone, is as above in all other respects.



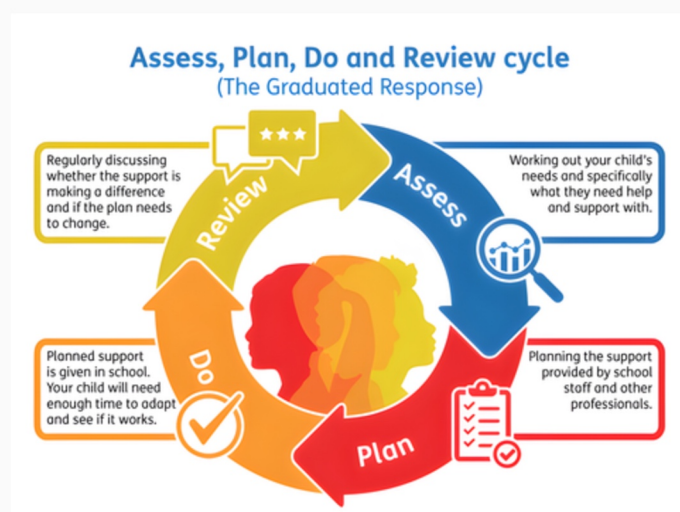
Resources

How are the school's resources allocated to address the child's needs?

The leadership team and the school governors manage the school's finances carefully.

We monitor the impact of provision to ensure we are getting the best for your child and making best use of our resources. Our SEND provision follows the 'Graduated Approach', using the assess, plan, do, review model.

<https://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/graduated-approach-intervention-guidance/>



If your child needs support above that of ordinarily available provision, we may apply to the local authority for additional funding from the Exceptional Needs Funding or ask for an assessment towards an EHCP. EHCPs have funding attached. The amount of funding is decided by the local authority in which the child is resident and this is determined by the SEND Panel

We can apply for an increase of funding during the annual review process or hold an interim review if additional funding is required. If the annual review meeting supports a request for a change in funding then an application will be submitted.

How is the decision made about the type and how much support a child will receive?

Constant tracking and detailed teacher knowledge helps us identify who needs extra support and in what area, following the 'assess, plan, do, review' cycle. We tailor our interventions to need; they are flexible and responsive.

We will continue to support your child for as long as they need. We reassess at the end of the support package so we can carefully track progress. Our interventions are all flexible – if an impact is not being made, we will tailor it to ensure effectiveness. However, additional interventions are by no means the only way we support your child - the main strategy is everyday high quality, adaptive teaching in the classroom.

For children with an ECHP, the type of support they receive is detailed in their plan. This is reviewed termly and adjusted annually at the annual review, according to the needs of the child.

Pupil & Parent Views

How does the school listen to the views of pupils with SEND?

As part of our ongoing formative assessment, we encourage children to tell us 'What's going well' and what would be 'Even better if ...'

Your child will use 'purple pen marking' regularly as a way of reflecting on their progress or editing their work, and this also helps them to become an independent learner.



Children on a SEND plan are encouraged to have a voice in the production of the plan and generation of their targets. We invite children with an EHCP to contribute to their annual review in person but recognise that they may find the formality of that meeting daunting. In these cases, children will prepare a report of their progress and targets for the coming year prior to the meeting.

Each child writes a pupil self-assessment report in the End of Year report.

We run a school council where we discuss important matters and each child has a voice, and we are proud to have SEND represented both on Student Council and among our House Captains.

The SENDCo has regular informal 'check-ins' with pupils on our SEND register and carries out a 'pupil voice' questionnaire annually, which is used to inform future planning and provision.

How do parents of children with SEND feel about the provision at St Mary's?

The results of our extremely positive SEND parent questionnaire can be found on the SEND page of our website.



Further Information

How do Governors make sure SEND pupil's needs are met?

We have an appointed SEND Governor who meets regularly with the Head and SENDCo to discuss provision and support.

Governors monitor the provision available and progress of children with additional needs regularly throughout the year. Governors also visit school regularly to see us in action.



What if I have a complaint?

If you are concerned about your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENDCo, who will do her best to help resolve the issue. If the concern is still not resolved, then meet with the Headteacher.

If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure is available on the school website and a hard copy can be obtained from the school office.

Who can we contact for further information or raise concerns?

If you would like more information or have any concerns, you can contact the school office and ask to speak to:

Mrs Claire Levin – SENDCO

We would also direct you to our school website, which has further information:

<https://www.stmaryallsaints.co.uk>

What support is available for children with SEND in Bucks?

For further information about what support is available in Bucks for children with SEND, please see the local offer below:

<https://familyinfo.buckinghamshire.gov.uk/send/>

