

SEND Information Report For Children with Special Educational Needs and Disabilities 2021/22

All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs and/or disabilities (SEND). The questions below were given to schools and the answers have been written by the school's Special Educational Needs and Disabilities Coordinator (SENCO), in conjunction with the school's Headteacher and Governor for Inclusion.

At St Margaret's C.E. Primary School, the Assistant Headteacher for Inclusion is responsible for coordinating SEND provision.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

How do you identify children with SEND?

We are committed to early identification of special educational needs and adopt a graduated response to meeting them, as required in the SEND Code of Practice, 2014. A range of evidence is collected through informal and formal school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will discuss this initially with the Assistant Headteacher or Inclusion (SENCO), who coordinates special needs provision. It will be discussed what additional in class support, teaching approaches or interventions have already been planned for by the teacher to support the child's learning, and what the impact of these have been. Where 'in class' additional support has already been put into place for at least half a term with little progress observed, then the class teacher would speak to you to discuss his or her concerns (if this hasn't already happened). This would be to discuss what additional or different provisions may be necessary, also taking into account the views of the SENCO and yourselves as parents/carers. In addition to the usual assessment, there are specialist, diagnostic assessment tools which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs, unless the school is taking additional or different action compared to other children.

How will I be able to raise any concerns I may have?

We aim to be open and approachable and therefore we actively encourage parents to tell us about the concerns they have in a way they feel most comfortable with. If you have a concern about your child's progress or believe they have a special educational need, this should first be discussed with the class teacher. Additional assessment and support can then be discussed with the SENCO. Parents can contact the school via e-mail or telephone. (See appendix 1 for more details).

2. How will the school support my child?

Who will be responsible in school for the support?

Your child's class teacher will remain key in your child's education. Within the class, learning tasks will be matched to your child's needs and this will be planned for, implemented, reviewed and assessed by the class teacher. If your child has identified special educational needs, the SENCO will oversee his or her provision in close liaison with your child's class

teacher and any other professionals or practitioners involved. Communication about your child's progress with yourself will happen via the class teacher and the SENCO, depending on the level of need of the child. If your child's progress is a cause for concern, the SENCO will become involved and in discussion with you, will decide further provision.

Who will be working with my child and how often?

This will depend on the nature and extent of your child's needs. The SENCO will have an overview of all the needs of children with SEND and will allocate the most appropriate support available within the school's delegated budget. The level of support and the adults involved in supporting your child may change to adjust to the varying needs of children within the school. This support will come from the class teacher or class Learning Support Assistant in the first instance, as well as from one of our Individual Needs Assistants, our Child and Family Pastoral Support Worker or a Pastoral Assistant, depending on the level of need of the child.

What will be their roles?

This will again depend on your child's needs. Your child may be supported both in or out of class in a small group or 1-1 session, and this support will vary depending on the need of the child. Some children benefit from attending a nurture group with our Child and Family Pastoral Support Worker or a Pastoral Assistant, such as Nurture lunchtime or Lego therapy, or an emotional literacy support group. We try to ensure children are taught in class where possible through 'Quality, First Teaching', so they are included and are successful members of their class. Additional support outside of the classroom may occur with a Learning Support Assistant or another member of our support staff such as a Higher Level Teaching Assistant (HLTA). This specific, targeted support may be used to develop a particular area of need linked to a child's learning and cognition skills such as extra phonics/reading intervention. We also support children who may have sensory difficulties and we run regular sensory circuit input sessions for identified children who would benefit from these. Additionally, some children require a personalised speech and language programme as written from the Speech and Language service (SALT) within West Sussex, and this is usually implemented and reviewed with the class LSA in conjunction with the SENCO.

Who will explain this to me?

The class teacher will explain the additional support your child is about to receive. The SENCO is available should you wish to be given more information at any point.

How are St Margaret's C.E. School governors involved and what are their responsibilities?

We have a designated governor for SEND. They have regular meetings with the SENCO and together jointly evaluate the effectiveness of SEND throughout the school through discussion and sharing case studies of children who have SEND. This is reported back to the governing body.

How does the school know how effective its arrangements and provisions are for children with SEND?

Class teachers monitor the attainment and progress of all children in their class on an on-going, continuous basis and formally record this termly. The SENCO monitors the progress of all children with SEND and liaises with other staff members to measure the impact of intervention programmes and specific strategies used with different groups of children.

3. How will the curriculum be matched to my child's needs?

What are St Margaret's C.E. Primary School's approaches to adjusting the curriculum?

Class teachers strive to deliver an exciting and broad curriculum that is adjusted to meet the learning styles and learning needs of all the children in their class. This is achieved by providing appropriate learning tasks with achievable outcomes to consolidate and extend children's learning. For children with special educational needs, the teacher may provide different resources for children to access. Alternatively, there may be a Learning Support Assistant to assist a small group of children to complete an activity as independently as possible or in a different way.

How will that help my child?

Your child may not access the curriculum in the same way that other children do. They may have their own individual learning style or they may be working at a level different to their peers. If this is the case, your child may need a more personalised approach, such as following their interests or working at a slower pace, so that they can achieve the best they are capable of in their learning.

4. How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss his or her progress with the staff?

Parents of all children are offered an appointment with the child's class teacher in both the Autumn and Spring terms and a full written annual report is given to parents in the Summer term each year. The appointments give an opportunity to be kept regularly informed of your child's progress and to discuss their 'next steps' with the class teacher. It also ensures that a conversation can take place about how both school and you can best help your child to develop. We find that sometimes parents of a child with SEND often request more regular contact with school staff and we invite parents to attend meetings more frequently when we feel this is needed. We also want parents to feel that they can request a meeting if they would like to discuss how their child is doing in school. We feel that it is important that both you and your child can express your views and are fully involved in decisions. We appreciate that parents are busy people and so we offer contact via telephone calls and emails in addition to face-to-face meetings. Parents of a child with an Education, Health and Care Plan (EHCP) will be invited to an annual review meeting which is an in-depth review of how their child has been doing in school. The annual review can be brought forward if there are particular issues that need to be discussed and formally recorded e.g. choosing a secondary school, transition to another school.

How does St Margaret's C.E. Primary School know how well my child is doing?

We closely monitor the progress of all our pupils. If your child has SEND the class teacher will make more regular judgements to assess your child's ability and what progress has been made. The class teacher will be supported in making their judgements by any other adults working with your child and other year group colleagues. Either way, class teachers will let you know at your parent consultation meeting how your child is doing compared to age related expectations set by the Government.

What opportunities will there be for regular contact about things that have happened in the school?

We use a variety of ways of keeping in close contact with our parents, especially for those who have a child with SEND. This could include a home-school book to enable a two-way dialogue of communication. This is a book in which parents and school staff will write comments to keep each other up to date. More often now, this communication may take the form of email exchanges using the class email address or other online platforms which we use, such as tapestry (EYFS) and SeeSaw (Years one and two). You may also be shown your child's behaviour chart, risk assessment or be invited to regular meetings.

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

What is the pastoral, medical and social support available in the school for children with SEND and disabilities?

We have a Child and Family Pastoral Support Worker who is ELSA trained (Emotional Literacy Support Assistant) to meet with children who may have social, emotional and mental health needs (SEMH). We have 2 Pastoral Assistants that work under the direction of the SENCO and the Child and Family Pastoral Support Worker. We run a variety of intervention and 1:1 groups including Lego Therapy and Social Communication/friendship groups. We keep a detailed provision map which details SEMH support from Wave 1 to Wave 3. We use proven assessments such as Boxall Profile and SDQ, as well as pupil voice questionnaires and pupil self referral systems for children in Key Stage Two, to establish need. We have a nurture lunchtime group for up to 10 children who will benefit from a small, secure, home-like environment in school.

How does St Margaret's C.E. School manage the administration of medicines and provide personal care?

If your child has medical needs we would ask you to discuss your child's needs with one of our administration staff in the main reception and you will be asked to help with completing a Healthcare Plan to be shared with your child's class teacher and then kept in the office. A member of the office team will administer any medicines and follow any emergency procedures specified by you. All other staff involved with your child would be notified of the plan and any implications for them, including the SENCO. If your child has personal care needs you will be invited in to meet to write a Personal Hygiene Plan together. This plan will inform staff of the care your child will need and will set out what needs to be done, when and by which named staff.

What support is there for behaviour, avoiding exclusions and increasing attendance?

We view excluding a child for their behaviour as the very last resort and try our utmost to support a child to regulate their behaviour in school. Firstly we would meet with you as parents and with any other professionals involved, to try and determine the underlying reasons for the behaviour and what your child is trying to communicate to us. We would then devise a plan with everyone involved to try to minimise the unwanted behaviour and we would write a behaviour plan/risk assessment which would be explained to and followed by all members of staff involved with your child in school. This Behaviour Plan would be jointly reviewed on a regular basis and amended as necessary.

How will my child be able to contribute his or her views?

We believe that the voice of the child is important and we will always listen to the child and work with them to think of ways of meeting their needs and ensure they are happy in school. We realise that a young child often cannot talk about or understand their feelings in an age appropriate way, so we use a range of methods to encourage them to discuss their feelings such as through drawings, visual prompts and cards. Some children have a 'pupil profile' in which their views and needs are stated clearly for staff. As parents you know and understand your child best and we therefore will always invite you to contribute your views also. This pupil profile is always shared with the key staff in school who will be working alongside your child and it is regularly reviewed. This information is always shared with your child's new class teacher from one year to the next, in order to provide a very clear 'picture' of your child from their own perspective.

6. What specialist services and expertise are available at or accessed by St Margaret's CE School?

Are there specialist staff working at the school and what are their qualifications?

We have a full time SENCO who has recently gained the National Award for Special Educational Needs (NASENCo) and is a member of the school's Senior Leadership Team. She is a skilled teacher who has taught in a variety of infant and primary schools across West Sussex. More recently, she is experienced with working with parents, school staff, outside agencies and other professionals in the field of SEND to support children at our school.

We have a Child and Family Pastoral Support Worker who is a qualified Emotional Literacy Support Assistant (ELSA) and Counselling Skills. She is experienced in supporting families with vulnerable children and managing the social, emotional and mental health needs of young children to minimise barriers to learning and socialisation. She works closely with teachers advising on and implementing strategies to support, as well as direct work with children through ELSA and working with parents to support their children's needs at home.

We have a skilled team of teachers and support staff who collectively have experience in different fields of supporting young children with a wide range of special needs, including speech and language, behaviour, social, emotional and mental health needs and sensory/physical needs.

What other services does the school access, including health, therapy and social care services?

External support services play an important part in helping the school identify, assess and make provision for children with special education needs. The range of support services and access to them is outlined in the Local Authority's Local Offer. We also have access to the Learning, Behaviour Autism Team (LBAT) funded by the Local Education Authority and will request the involvement of an advisory teacher when we need additional advice. Similarly, we can book a telephone consultation or a face-to-face consultation with an Educational Psychologist if we need more information about a child's learning. As a Locality Group, the inclusion lead staff work closely together to share expertise and to agree which external services we need to commission. Before the school makes any referral to a specialist service we will always discuss this with you and we work with parents to follow the advice they give us.

We have access to many external services, including:

- Speech, Language and Communication Therapy Service
- Social Communication / Behaviour & Learning , Inclusion and Sensory Support Teams
- School Nursing Service
- Family Support Worker Services / Early Help
- Social Care Services
- Educational Psychology Service
- The Child Development Centre (NHS – Worthing Hospital)
- Play Therapy Services
- Bereavement services
- Community Mental Health Liaison Service

7. What training have the staff supporting children and young people with SEND and disabilities had or are having?

Recent and future planned training and disability awareness:

Teaching and support staff receive training through our scheduled programme of In-Service Training (INSET) and meetings in school time. For example, this year teaching staff have had training from the SENCO about effective planning and differentiation of learning tasks for children with SEND. This was further developed by training linked to recommendations from the Educational Endowment Foundation (EEF) about the effective use of teaching assistants and interventions. There have been various opportunities for staff to attend external courses which cover many aspects of SEND teaching and learning to enhance understanding. This academic year several teachers and support staff have attended, or will be attending training led by the Virtual School. This has included sessions on executive function skills, PACE (Playfulness, Acceptance, Curiosity and Empathy), supporting transition for children with SEND, Tree of Life intervention and Understanding the Impact of Caring. Other training has included the SENCO and Leader of EYFS attending a three part programme around developing children's oracy skills. This has included a school action plan to be created, delivered with staff and evaluated linked to a whole school area of development. The SENCO and staff from EYFS and Year One have attended a webinar about effective transition from EYFS to Year One, specifically planning the learning opportunities and classroom environment from one age phase to the next.

Other types of training support takes place through specialist input for identified staff who specifically support children 1:1. This is provided externally through the Local Authority such as the SALT team (Speech and Language Therapy), Learning and Behaviour/ Social Communication Team, Educational Psychology Team and from the Virtual School. This takes place in the form of a discussion/consultation or working directly with the individual child, professional and member of staff to model best practice as to how best to support the

needs of a specific child. Where appropriate, the discussion includes the SENCO/other member of the Senior Leadership Team/Child and Family Pastoral Support Worker. In addition, external professionals provide support on specific areas such as behaviour and learning, as identified by the school within the school improvement plan.

Staff from across the whole school (teachers, support staff including all Individual Needs Assistants and a member of the office team) have recently received a whole day's training on Positive Handling Techniques (Team Teach). During a recent INSET, all support staff had training on Attachment and Trauma Awareness which was delivered by the Child and Family Pastoral Support Worker and SENCO. Some support staff have been trained with how to deliver Lego Therapy, as well as several other published interventions linked specifically to supporting children's SEMH well-being.

The SENCO attends half termly meetings with other SENCOs in the locality group of schools to discuss best practice in relation to strategically leading SEND, as well as current approaches/initiatives used to support the teaching, learning and assessment of children with SEND. The locality of schools also benefits from the support of the Educational Psychology Team, to discuss, consider and 'problem solve' the needs of specific children with SEND through the approach of 'Senco Circles'. The SENCO also attends termly SENCO Forums which are led externally at a County level to develop professional knowledge about a range of topics linked to SEND. These opportunities enable the SENCO to develop their knowledge, in order to continue to strategically lead SEND effectively across the school and to introduce new whole school initiatives and approaches where necessary.

All staff are now expected to complete a short evaluation of any training/courses which they attend linked to SEND. This is to ensure that staff are given the opportunity to reflect on what they have learnt and to say how their practice when working with children with SEND may change as a result.

8. How will my child be included in activities outside the classroom including school trips?

Will my child be able to access all of the activities of the school and how will you help him or her to do so?

We aim to enable every child to participate as fully as possible in all elements of the wider curriculum. All reasonable adjustments are made to ensure that all children attend school trips and residential visits with support as appropriate. We will communicate with parents and carers to discuss individual needs prior to any visit or activity.

As part of organising any trip, the teachers will visit the venue to carry out a detailed risk assessment of potential hazards for all pupils. Individual requirements of children with SEND will be carefully considered and planned for, considering the potential risks for that child and how can we minimise them.

9. How accessible is the St Margaret's C.E. Primary School's environment?

Is the building fully wheelchair accessible?

Yes the site is single story and we have a lift for 1 area that is up a small flight of stairs.

Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities?

St Margaret's C.E. Primary School has an accessibility plan which is discussed at locality meetings and reviewed every three years or sooner.

Our school building is wheelchair accessible and we have changing facilities and toilet facilities accessible to adult and child wheelchair users. Parts of the school environment have been modified to meet the needs of a child who is sensory impaired.

How does the school communicate with parent carers whose first language is not English?

For parents whose language is not English, support is available from us if they need help to understand correspondence from us or if they would like letters to be sent in an alternative format. We can arrange for an interpreter if necessary.

10. How will St Margaret's School prepare and support my child to join the school and then transfer to a new setting or school for the next stage of education and life?

What preparation will there be for both the school and my child before he or she joins St. Margaret's C.E. School?

Details about the role of both the SENCO and Child and Family Pastoral Support Worker will be introduced to all new parents at the new parents' evenings prior to the new cohort of children starting school in September. Parents will be encouraged to look at the SEND section of our school website for more information where they can find contact details. Consequently, parents of a child with SEND can arrange a meeting with the SENCO or they are equally invited to do so even before this time. Initial discussion will often lead to the SENCO contacting the pre-school setting to arrange a visit so that she can begin to build a picture of the child's needs, particularly if these needs are significant. The child's new class teacher and support staff member may also be part of this visit. A meeting between parents, pre-school staff and school staff will then be arranged so that a transition plan can be written and put into place. This may include a transition booklet for the parent to share with their child containing photographs of key staff and key places to familiarise the child with their new school the term before they start; extra visits to school, a Pupil Profile completed by the SENCO with input from pre-school staff and parents; the gathering of reports and information from any other practitioners/professionals already involved with the child and the family.

How will my child be prepared to move onto the next stage? A similar approach will be used when your child is due to leave us, either at the end of Year Six or during another time in their primary years. For some children with SEND, the SENCO will liaise with staff at the new school and make transition arrangements. For a child with significant needs, the SENCO will liaise with the new school and arrange for a meeting between the staff of both schools and with parents and an 'enhanced transition plan' will be put into place. Where the child's specific needs are linked to SEMH, our Child and Family Pastoral Support Worker will be actively involved in this process.

What information will be provided to my child's new setting or school? All existing information known about the child will be shared with the school and the child's SEND file will be sent to the new school before he or she starts.

How will you support a new setting or school to prepare for my child? SENCOs at both schools will liaise about your child's needs and advice will be given to the new school based

on what has worked well at our school, so that your child has the greatest chance of making a smooth transition to their new school. Where applicable, your child will have their own Pupil Profile which captures the voice of your own child, you as their parents, their current teacher and other important adults who work with them. This is a very important piece of information which will form the basis of personalised strategies, approaches and scripts which adults can use which work well for the children to achieve their best work and behaviour.

How will my child be supported if they have an EHCP?

If your child has an Education Health Care Plan, your options are discussed at their Annual Review meeting, prior to the year of transfer. When you apply for a place for your child at a new school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you.

As a Locality Group we work hard to ensure the successful transition of pupils with SEND.

11. How are the school's resources allocated and matched to children's special educational needs?

How is St Margaret's C.E. School's special educational needs budget allocated?

The school receives money on an annual basis to support provision for special educational needs. The money is allocated annually by the Governing Body when setting the school's budget. It is used to pay for staffing and resources to provide high quality and appropriate support for children with special educational needs throughout the school. We allocate support to children with SEND according to need. Children deemed as having the highest level of need will be allocated the highest level of support. The needs of children with SEND are usually met in class by a differentiated curriculum and additional strategies devised by the class teacher. Some children with SEND may attend an intervention group delivered outside the classroom by a Learning Support Assistant, Higher Level Teaching Assistant, Pastoral Assistant or our Child and Family Pastoral Support Worker. Children with an Education, Health and Care Plan (EHCP) will receive at least the minimum number of hours support as specified in their plan.

12. How is the decision made about what type and how much support my child/young person will receive?

Can you describe the decision making process?

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. Using their expertise and professional judgement, the SENCO will liaise with all staff who work to support your child to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. Depending on the needs of the child, you as the parents will also be involved in this process. We regularly assess the impact of any additional support and resources.

The final decision-making process always involves the Headteacher, the SENCO and the School's Business Manager and will involve other members of staff as needed. We

endeavour to be a fully inclusive school, and therefore our decisions are always made with the best interests of all children in mind, and with the intention of making the best use of our allocated SEND funding.

We value the role of all our members of staff and we involve them in the decision-making process whenever it is appropriate to do so. Our class teachers, support staff and Child and Family Pastoral Support Worker may all have valuable knowledge about your child's needs which can help us in the decisions we make.

We understand that your child's wellbeing is of the utmost importance to you and we will do our best to accommodate your wishes, within the structure of support we put in place for all of our pupils with SEND.

How does the school judge whether the support has had an impact?

We measure the progress of children with SEND in a number of ways and on a termly basis. We look at the progress of each child individually to see how well the child is doing with the current type and level of support. We also look at the progress of groups of children e.g. those children who attend our lunchtime nurture group, or who receive support for reading through accessing the Lexia intervention programme. If a child is not making the expected progress, we may seek advice from an outside agency. (Appendix 2)

13. How are parents involved in the school?

How does the school involve parents in decision-making?

If your child has SEND we will want to work very closely with you. We recognise the value of working in partnership with parents and as in other aspects of school life, we would hope that you would want to be fully involved in discussing the nature of the support your child receives and judging the effectiveness of any activities. We will work collaboratively with you, involving you in decision-making wherever this is possible and keeping you informed when we know that strategic decisions we have made will have an impact on your child. Parents are invited to contribute at Annual Reviews for EHCPs and TAFs (Team Around the Family meetings).

14. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child?

If your child is already at our school and has SEND, your first point of contact is the class teacher. If your child has SEND or you think there are needs that haven't been identified yet, you will be encouraged to make contact with the SENCO or the Headteacher who will also be happy to discuss any concerns you may have.

If your child has SEND and you are considering joining our school, please let us know as soon as possible so that we can give you a tour of the school with the SENCO and discuss with you what we can offer you and your child, if he/she were to come to St Margaret's C.E. School. The more prepared we are for your child joining our school, then the closer we can all work together to help give your child the best chance of reaching their potential during their time with us. Please also see our Inclusion and SEND area on our website for further details of the provision for children with additional needs.

St Margarets C.E. Primary School **01903 785416**
Headteacher **Mr Jee** head@stmargaretsprimary.org.uk
Assistant Headteacher for Inclusion **Mrs Kemp** inclusion@stmargaretsprimary.org.uk

You can also access information from:-

West Sussex County Council Grid for Learning
Parent Partnership Service
West Sussex Parent Carer Forum

www.westsussex.gov.uk
parent.partnership@westsussex.gov.uk
www.wspcf.co.uk

SEND SUPPORT 2021-22

The SENCO is a qualified teacher and holds the National Award for SEND coordination.

The school employs Learning Support Assistants to provide a variety of support for children both in and out of the classroom. Within this team, five of these members of staff are also specifically trained HLTAs. One of the HLTAs has a specific role, of supporting children from disadvantaged backgrounds in reading. Additionally, Individual Needs Assistants are employed to work on a 1:1 basis with identified children who have a much higher level of SEND need in comparison to their peers. The purpose of the extra support is to develop one or more of the following areas:

- Learning and cognition skills
- Communication and interaction with others
- Social, emotional and mental health well-being
- Physical/sensory

Support staff have received training and advice in supporting children in the following areas. This may have come from external providers or internally within school, according to the skills of different members of staff and the children who they support:

- Autism and Social communication
- Positive Handling Skills (Team Teach)
- Speech and language
- Motor skills
- Reading
- Spelling, including phonics
- Developing positive behaviour strategies
- Attachment disorders
- Mental health and wellbeing

In addition, within our inclusion team at St Margaret's School we have:

- A Child and Family Pastoral Support Worker (ELSA trained - Emotional Literacy Support Assistant)
- Two Pastoral Assistants

The school are currently providing support for children with the following range of needs across the four areas of SEND:

Communication and Interaction ;

- Social communication including Autistic Spectrum,
- Speech sound difficulties,
- Attention and listening,
- Following instructions,
- Understanding language and concepts,
- Limited vocabulary knowledge,
- Limited grammar knowledge,
- Word finding

Cognition and Learning;

- Dyslexia,
- Dyscalculia
- Maths
- Writing,
- Reading,
- Spelling
- Visual memory
- Auditory memory
- Working memory

Social, Emotional and Mental Health;

- Attachment difficulties
- Mental health and wellbeing

- Positive behaviour support
- Anxiety
- Emotional regulation
- Executive function skills
- Emotional literacy
- Resilience

Sensory/Physical;

- Visual impairment
- Hearing impairment
- Chromosome Deletion
- Poor fine motor control,
- Handwriting,
- Visual perception,
- Gross motor movement
- Sensory processing
- Sensory overload
- Support with personal care plans

This is not an exhaustive list and interaction/support will change over time according to identified needs.





