



***ST. MARY'S
ISLAND***

*Church of England (Aided)
Primary School*

SEN Information Report

Date adopted: *December 2016*
Date for next review: *December 2017*

Committee/Person responsible for this document: *Governing Body*

1. Legislation and guidance

- 1.1 This SEN information report is written in line with the requirements of:-
- Children and Families Act 2014
 - SEN Code of Practice 2014
 - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
 - Equality Act 2010
 - Schools Admissions Code, DfE 1 Feb 2012
 - SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
 - SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- 1.2 This report should be read in conjunction with associated school policies which can be found on the school website at <http://www.st-marys-island-cofe-primary-school.co.uk/> (Hard copies of all policies are available on request).
- 1.3 A wide range of information about services available to 0-25 years with Special Educational Needs and disabilities can be found on Medway's Local Offer via the link: <http://www.medway.gov.uk/childrenandyoungpeople/medwayslocaloffer.aspx>
- The governing body will review this SEN information report in the light of any new legislation.

2. The kinds of SEN that are provided for

- 2.1 At St Mary's Island CEA Primary School we make provision for every kind of frequently occurring Special Educational Need without an Education, Health and Care Plan (EHCP). For instance, Dyslexia, Dyspraxia/Developmental Co-ordination Disorder, Speech and Language needs, Autistic Spectrum Conditions, learning difficulties and behaviour difficulties. These special educational needs are within the four broad categories of need set out in the SEN COP:
- Communication and Interaction
 - Cognition and Learning
 - Social Emotional Mental Health difficulties
 - Sensory and/or Physical Need
- 2.2 We will seek to support childrens' needs in collaboration with specialist teachers or health professionals where appropriate. Our pupils may have other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we access training and advice to help us meet these needs.
- 2.3 The school also currently meets the needs of pupils with more complex needs who have an Education, Health and Care plan with the following kinds of special educational need:
- Speech and Language Disorder
 - Autistic Spectrum Disorder
 - Concentration and Attentional Difficulty
 - Learning Difficulty
 - Global Developmental Delay
 - Gross and Fine Motor control difficulty
- 2.4 Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

3 Identifying and Assessing Pupils with SEN

3.1 At St Mary's Island CEA Primary School we monitor the progress of all pupils three times a year to review their academic progress. Pupils identified with a SEND (Special Educational Need /Disability) and those who meet the criteria for Pupil Premium are tracked as separate groups.

We use a range of assessments with **all** the pupils at various points. These include:

- Tracking of the progress of all Year R pupils through the Early Learning Goals six times during the year
- Language Link Screening for identified Year R pupils to identify any potential language difficulties (and on a needs basis for other years)
- Speech link screening tool for children with speech production difficulties
- Letters and Sounds Phonics assessments each term from Year R to Year 2 (and on a needs basis for other years.)
- Year One Phonics Screening
- Teacher Assessments (3 x per year) in Reading, Writing and Maths (Years 1-6)
- Termly Spelling Punctuation & Grammar Teacher assessments from years 3 to 6.
- Reading Tests three times during the year from Year 1 to Year 6.

3.2 Where children are not making adequate progress even if special educational need has not been identified, we consider carefully the barriers to learning through a systematic process. Following this we may need to put in place extra support to enable the pupil to catch up through our provision mapping process. Examples of extra support include discussions at Pupil Progress Meetings, Observations and monitoring by the Senior Leadership Team.

3.3 Additional interventions may include:

- Language Link Programme Intervention groups
- Speech link Programme Intervention
- Additional Phonics support eg Letters and Sounds, Toe by Toe – a structured multi sensory programme.
- Additional Reading Support
- Additional Maths support
- Sensory Circuits, Write Dance, Clever Fingers – gross and fine motor skills programmes
- Social Skills/ Communication Skills groups

3.4 Class provision maps set out what is in place for all pupils – High Quality Teaching, and what may be accessed at wave 2 – Time limited interventions, and wave 3 – Personalised support.

3.5 Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

At St Mary's Island CEA Primary School we are experienced in using the following assessment tools:

- Dyslexia Portfolio Screening Tool
- Visual Stress Assessment
- Holborn Reading assessment (accuracy & comprehension)
- British Picture Vocabulary Test (BPVS)
- Detailed Assessment of Handwriting (DASH)
- Dyscalculia Screening Assessment.

3.6 In addition, we use a range of tools and checklists along with classroom and playground observations.

3.7 We also have access to external advisors who are able to use specialist assessments where necessary and in accordance with referral criteria.

- Early Help screening – Early Help Practitioners (via Early Help notification form completed by school and parents)
- Specialist teacher assessment /observations
- Specialist school outreach service
- Specialist Language assessment via referral to Speech and Language Therapy Service
- Cognitive assessment – Educational Psychologist
- Full developmental assessment – Community Paediatrician
- Co-ordination and Perceptual Assessment – Occupational Therapist
- Mental Health Assessment via Medway Young Persons' Wellbeing Services
- MAGIC (Medway Autism Group & Information Centre)
- Private therapists : Counselling, Play therapy
- School nurse assessment

3.8 The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into an Individual Education Plan (IEP), where appropriate. This is reviewed regularly, and refined / revised when necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is otherwise available.

3.9 If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is made parents will be notified.

3.10 We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

4a. How does the school evaluate the effectiveness of its provision for pupils with Special Educational Needs?

4.1 Each review of the SEN support plan will be informed by the views of the pupil, parents and class teacher and the assessment information from teachers which will show whether adequate progress is being made. Progress includes areas other than academic eg social or emotional skills/physical skills. The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap.

4.2 For pupils with an Education, Health and Care Plan there will be an Annual Review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The Provision plans which identify longer term outcomes, supporting strategies and small steps targets will also be reviewed through 'In year meetings' with parents.

4b. What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

4.3 Every pupil in the school has their progress tracked three times a year. Progress made by all children is discussed by the class teacher and the headteacher at the Pupil Progress Meetings. In addition to this, pupils with special educational needs may have additional assessments in line with their needs. If these assessments do not show adequate progress is being made, the class provision map or IEP or school-based plan will be reviewed and adjusted.

4c. How does the school teach pupils with special educational needs?

4.4 We follow closely the guidance from the *SEN Code of Practice (2014, 6.37)*:

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered’

4.5 We follow the Medway SEND Support Guidance developed by Medway Council to ensure that our teaching conforms to best practice:

<http://www.medway.gov.uk/pdf/Medway%20SEND%20Support%20Guidance%20revised%20July%202017.pdf>

In meeting the Medway SEND Support Guidance, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one and group support, peer support, precision teaching, alternative methods of recording, use of ICT software. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEN funding’

4d. How does the school adapt the curriculum and learning environment for pupils with special educational needs?

4.6 At St Mary’s Island CEA Primary School we follow the advice in the Medway SEND Support Guidance on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

4.7 As part of our requirement to keep the appropriateness of our curriculum and learning environment, the Senior Leadership Team and Governors are continuously making improvements as part of the school’s accessibility planning.

At St Mary’s CEA Primary School there is:

- A Sound Field system in the School hall
- Ramps into school to make the building accessible to all.
- Three toilets adapted for disabled users.
- Lift for accessibility to the upper floor in Key Stage 2.
- Evac chair for safe exit down the stairwells in the case of an emergency.
- Wide doors in some parts of the building
- The outside areas of the EYFS and Key Stage 1 areas have been developed to support active learning
- Our library is a vibrant environment and is used to promote a love of reading.

4e. What additional support for learning is available to pupils with special educational needs?

4.8 As part of our budget we receive ‘notional SEN funding’. This funding is used to ensure that the quality of teaching is at least good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. A full list of the interventions we can offer is on our whole school provision map.

4.9 In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. Medway

Council has developed a top up funding system which the school can apply for in cases where a very high level of resource is needed to support pupils with more complex needs.

4f. How does the school enable pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs?

4.10 All clubs, trips and activities offered to pupils at St Mary's Island CEA Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. We will always liaise with parents to consider how we can overcome any potential barriers and where appropriate an individual risk assessment will be written.

4g. What support is available for improving the emotional and social development of pupils with special educational needs?

4.11 At St. Mary's Island CEA Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance:

- PSHE (Personal Social & Health Education)
- Circle Time
- A 'worry box'
- Promotion of Growth Mindset throughout the school
- Speaking and Listening
- Social skills groups

4.12 For some pupils with a greater need for help in this area we also can provide the following:

- Learning Coach (member of staff to act as mentor)
- Access to Oasis (staffed supportive environment during lunchtime)
- Access to counsellor/play therapist
- Social Stories/use of 5 point scales
- Time out space to use when needed
- Referral to Early Help or Medway Young Persons' Wellbeing Services (subject to referral criteria)

4.13 Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

5. The name and contact details of the Inclusions team and SEN Co-ordinator

5.1 The inclusions team at St Mary's Island CEA Primary School consists of Mrs Easton (Headteacher) and Mrs Owen (SENCO) both of whom are qualified teachers. Mrs Easton has been a SENCO with over 20 years experience and is therefore not required to undertake the National Award for SEN Co-ordination. Mrs Owen gained her qualification for the National Award for SEN Co-ordination November 2016. Mrs Owen continues to access training on a wide range of Special Educational Needs and is a member of NASEN (National Association of Special Educational Needs).

5.2 Mrs Owen can be contacted on 01634 891050

6. What are the expertise and training of staff in relation to children and young people with special educational needs and how will specialist expertise be secured?

6.1 St Mary's Island CEA Primary School invests in a wide range of ongoing training opportunities for all staff (teachers and TAs) using a range of external training consultants. Teaching Assistants access continued professional development from in-house training

and externally if appropriate, via professional training. The SENCO keeps a record of training. Training has included:

- how to run language groups – Speech and Language Link Speechlink.
- supporting more complex needs from Danecourt Specialist School.
- the delivery of Speech and Language programmes written in consultation with the Children’s Therapy Team.
- how to support pupils with fine and/or gross motor skills problems.
- the delivery of BEAM (gross motor) and Fizzy (fine motor) as appropriate. TA often have specific training from OT technicians.
- All school Staff have accessed training on Safeguarding/Child Protection. This is repeated on an annual basis at the beginning of the school year. We have ‘mop up’ sessions for new members of staff who may join the school mid year.

6.2 Training needs are regularly updated in line with the needs of the children, staff and school development plan. Individual members of staff have attended training on: Supporting pupils with Autistic Spectrum Disorders, Sensory Circuits, Supporting children with speech difficulties, supporting children with dyslexia and supporting children with PDA.

7. How is equipment to support children with Special Educational needs obtained?

7.1 Where external advisors recommend the use of equipment or facilities which the school does not have, we will explore purchasing it via the notional SEN funding, or seek it by loan in liaison with health professionals. Specialist equipment may include Specialist Chairs/Seating, Specialist desks/Sensory equipment. More routine equipment eg sloping desks /sit ‘n’ move cushions will be available from the schools’ own resources.

8. How does the school consult parents of children with Special Educational needs about, and involve them in their education?

8.1 All parents of pupils at St Mary’s Island CEA Primary School are invited to discuss the progress of their children at regular intervals throughout the year and receive written feedback via reports. The cycle is:

- Term One – Meet the Teacher
- Term One – Parent Consultation with mini report and targets
- End of Term Four – Parent Consultation with mini report and targets
- End of Term Six – Summative Report and targets

8.2 In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year. This includes consultations at Parent meetings.

8.3 If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to the graduated cycle of assess, plan, do and review.

8.4 For those pupils with a higher level of need and where external agencies are involved, we will set out information about their needs and support in an Individual Education Plan.

8.5 In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

9. What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

9.1 When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, if appropriate, the pupil will be consulted with and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. The School-based plan sets out information about the pupil has a section where the pupil and parent views are documented and this feeds into planning and support.

10. What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

10.1 The normal arrangements for the treatment of complaints at St Mary's Island CEA Primary School are used for complaints about provision made for special educational needs (refer to Complaints Policy). We encourage parents to discuss their concerns with:

- Their child's class teacher
- The Key Stage Leaders
 - EYFS Miss V. Jeffery
 - KS1 Mrs D. Cructher
 - KS2 Mrs H. Cawte
- The SENCO - Mrs H. Owen
- The Headteacher – Mrs C. Easton

to resolve the issue before making the complaint formal to the Chair of the governing body.

10.2 If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contacted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability).

10.3 There are some circumstances, usually for children who have an Education, Health and Care plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

11. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

11.1 The governing body have engaged with the following bodies:-

- Special School Outreach teachers.
- An amount of money allocated within the budget to purchase the service of an Educational Psychologist
- An amount of money allocated within the budget to purchase Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice.
- Links to support groups are available to parents via our website and through information provided in the local authority 'Local Offer'.
- Membership of professional networks for SENCO eg The SENCO is a member of NASEN (National Association of Special Educational Needs).

12. What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?

12.1 Family Action offers confidential and impartial information, advice and support to children and young people with special educational needs and disabilities, and their parents. They empower parents to play an active and informed role in their child's education. Information

leaflets are available in the school entrance lobby. They can be contacted on HELPLINE: 01634 566 303

- 12.2 The Medway Local Offer also provides information about a range of support services such as Family Action, Family Information Service and Parent Carer Forum. Parents can access this link via the school website.

<http://www.medway.gov.uk/childrenandyoungpeople/medwayslocaloffer.aspx>

13. What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living?

- 13.1 At St Mary's Island CEA Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Arrangements include:

- Teacher (and SENCO where appropriate) visits to Nursery.
- Transition Days within school.
- Where a pupil has been identified with Special Educational Needs prior to starting school, we work closely with Pre-school settings, Specialist Teachers/Health Professionals and parents to gather information and to plan for additional support needed. This may include: additional visits, transition meetings, supports such as Social Stories/Visual supports.
- Within school and between phases, we identify children who may be vulnerable at transition and work with parents to put in additional supports eg Social stories, additional visits.

- 13.2 We also contribute information to a pupils' onward destination by providing information to the next setting. We have:

- Transition days for children at local secondary schools
- Visits from secondary school teachers to meet with transferring children and class teachers.
- If appropriate, we set up an additional transition meeting to involve parents, pupil, primary SENCO and secondary SENCO at which further supports may be planned.
- Annual Review Meetings (for pupils EHCP) are also used to plan for and support transitions.

14. Where can information about the Local Authority's 'Local Offer' be found?

- 14.1 The local authority's local offer is published on

<http://www.medway.gov.uk/childrenandyoungpeople/medwayslocaloffer.aspx>

- 14.2 Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Signed: Mrs C Easton
Mrs C Easton (Headteacher)

Signed: Mr S Farrin
Mr S Farrin (Vice-chair of Governors)
On behalf of the Governing Body

Ratified by the Governing Body: December 2016