

St Mary's C.E. Primary School SEND Information Report September 2024

This Report covers the academic year September 2023 to July 2024.

1. THE TYPES OF SPECIAL EDUCATION NEED PROVIDED FOR AT ST MARY'S

St Mary's is a Church of England mainstream primary school and welcomes children with SEND. We have made provision for children in one or more of the following areas:

- ***Cognition and Learning***
Moderate Learning Difficulties (MLD); Specific Learning Difficulties (SpLD) - dyslexia, dyspraxia and dyscalculia
- ***Communication and Interaction***
Autistic Spectrum Disorder (ASD), selective mutism, Speech, Language and Communication Needs (SLCN), dysfluency, attention and listening difficulties
- ***Social, Emotional and Mental Health (SEMH)***
(In)Attentive Deficit Disorder , Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder, emotional difficulties, mental health difficulties
- ***Physical and Sensory***
Medical needs, asthma, allergies, epilepsy, sickle cell disorder, hearing and visual impairment. Note the building is not currently fully accessible to children with mobility difficulties.

St Mary's CE SEND PROFILE for 2023-2024

Total number of children with SEND 52		
27%		
Number on roll:		
190		
SEN Stage	Number of children	%
School Support	47	90
Education, Health & Care Plan	5	10
Total	52	100

2. HOW ST MARY'S IDENTIFIES CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

If you have a concern about your child's learning you are invited to speak to your child's class teacher initially as the teacher is responsible for planning the curriculum, adaptation and assessing your child's progress.

Children are identified as having special educational needs when their progress in school has slowed or stopped and the interventions and resources put in place have not led to an improvement that is age-expected.

The benefits of early identification are widely recognised, identifying need at the earliest point and providing good interventions, improves long-term outcomes for your child. The identification of educational needs is built into St Mary's overall approach to monitor the progress and development of all children.

The class teacher will promptly inform you of any concerns and seek your active assistance and involvement. Both the class teacher and the SENDCo will assess and monitor your child's progress in accordance with established school procedures, thereby providing a thorough analysis of your child's needs, drawing on:

Early/Ongoing Identification

- The class teacher will carry out assessments through observations and formal and informal assessments. This assessment will be regularly reviewed to ensure an up-to-date understanding of your child's progress.
- Assessing your child's current skills and attainment helps establish a clear analysis of their needs. This assessment will be regularly reviewed to ensure that the support provided aligns with those needs and to develop a clear understanding of the impact of the interventions in place.
- Information on behaviour including EYFS profile.
- Your child's development in comparison with peers, both in school and nationally.
- Your views and experience through structured conversation and informal meetings.
- Your child's views.
- Advice from external support services.

Assessment

- The Assessment Policy outlines the range of assessments regularly used throughout the This can be accessed on the school website www.stmarysce.bent.sch.uk
- ISP Individualized Support Plans (ISPs) are regularly implemented and evaluated, and targets are adjusted once they have been achieved.
- Tracking of your child's progress – termly
- Your child's progress in speech and language, if appropriate, is assessed and reviewed regularly throughout the year by Brent Speech and Language Therapyservice (SaLT) Speech and Language Therapist – Maria Rafaquat (NHS)
- An Annual Review will be held for your child with an EHC Plan.
- Interim reviews in autumn and spring terms

- When assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary

Our SENDCos, **Mrs Sharon Grant** and **Mrs Jennifer Layne-Liburd** are non-class based and can be contacted by email: senco@stmarysce.brent.sch.uk or by telephone: 020 8451 0363

3. HOW WE CONSULT PARENTS OF CHILDREN WITH SEND AND INVOLVE THEM IN THEIR CHILD'S EDUCATION

You will always be informed if it is considered that your child has an additional need. Both you and your child are involved in the planning to meet the need. Communication is regular and informal through home/school books, phone calls, letters, emails and informal catch ups at the beginning or end of the school day as and when needed

- St Mary's has termly parent-teacher consultations. If you have a child with a special educational need you have a longer designated session to discuss your child's progress and needs with their class teacher. A SENDCo may also be present in these meetings.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCos are available to meet with you separately to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual support plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at home.

The SENDCos can recommend you to Brent SENDIAS and to other parent support groups.

4. HOW WE CONSULT WITH CHILDREN WITH SEND AND INVOLVE THEM IN THEIR EDUCATION

St Mary's is a Rights Respecting School where each child is valued and encouraged to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

- Children who have individual support plans discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. In some classes there are Worry Boxes which are regularly checked by the class teacher and acted upon.
- Children with SEND are represented on the School Council/prefects/monitors.

- There are regular circle times for children to express and reflect on, their thoughts and feelings.

If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them. If your child has difficulty in expressing their needs verbally, we will use visuals to support this process.

5. HOW WE ASSESS AND REVIEW CHILDREN'S PROGRESS TOWARDS THEIR OUTCOMES

We provide children with high quality first teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to children with SEND is monitored through a number of processes that include:

- a. classroom observation by the senior leadership team, the SENDCos, external verifiers,
 - b. ongoing assessment of progress made by pupils with SEND to identify areas of development,
 - c. work sampling and discussions on planning
 - d. teacher meetings with the SENDCos to provide advice and guidance on meeting the specific needs of children with SEND; SENDCos monitoring of the effectiveness and impact of their interventions,
 - e. children and parent feedback on the quality and effectiveness of interventions provided,
 - f. Attendance and behaviour records, if necessary.
- Children with a disability or a learning need are provided with reasonable adjustments (such as auxiliary aids, extra time, reader, prompt, rest breaks, services or simply consideration in seating) to overcome disadvantage and increase access to the curriculum.
 - Children with SEND have individual targets set to their specific needs recorded on their Individual Support Plan. Parents are informed of these through parent meetings.
 - Attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. Progress meetings involve discussions between the class teacher and SENCOs and, when appropriate, the child.
 - Interventions and additional strategies aimed at addressing knowledge and skill gaps are put into practice, and the impact of this differentiated teaching is documented and assessed through regular reviews.
 - Where it is decided during this early discussion that special educational provision is required to support the rate of progress, parents are informed that the school considers their child may require SEND support and parental partnership sought in order to improve attainment.
 - As we follow the Assess, Plan, Do and Review cycle any action put in place to support progress towards these outcomes are tracked and reviewed termly with parents and the child.
 - An Annual Review is held for children with an Education Health Care Plan. This is centred on the progress and needs of the child and involves everyone involved in the child's education, health or care.

6. HOW WE SUPPORT CHILDREN MOVING BETWEEN DIFFERENT PHASES OF EDUCATION

We recognise that transitions can be difficult for your child with SEND and take steps to ensure that any transition is as smooth as possible. Before starting Nursery/Reception members of the Early Years Team meet children and their families either in their homes/current provision or at school.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
- If your child would be helped by a transition book to support them in understanding moving on then it will be made for them.
- Your child will be encouraged to meet their new teacher and classroom prior to transition.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Your child may also have a transition book to support them in understanding moving on.
- Where possible your child will visit their new school on several occasions and in some cases, staff from the new school will visit your child at our school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' schools run programmes specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- Our Speech and Language Therapist prepares children with speech and language difficulties for secondary school.
- Our therapeutic service The Place2Be, prepares small groups of children for secondary school and works through any fears or concerns in a supportive setting.

If your child has an EHC Plan an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend. The SENDCo, or delegated adult, will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school, and the specialist session for students with an ASD, as appropriate.

7. OUR APPROACH TO TEACHING CHILDREN WITH SEND

At St Mary's our aim is for all children to reach their fullest potential and we are firm believers that all teachers are teachers of SEND. Therefore:

- All teachers have high expectations of all children
- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through whole class teaching.

- Specific resources, equipment and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs

- The SENDCo helps to support the class teacher in planning for children with SEND.
- The SENDCo helps to decide what resources/training and support is needed.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from BOAT.
- Teachers are guided by strategies and recommendations in reports given by external agencies when written specifically for individual children.

All resources/training and support are reviewed regularly, and changes made as needed as part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice 2015

8. HOW WE ADAPT THE CURRICULUM AND THE LEARNING ENVIRONMENT OF CHILDREN WITH SEND

We respect and value all children and ensure that children with SEND have full access to the learning opportunities we offer at St Mary's. Therefore, we have the following in place:

- All children have an assessment on entry to the school to identify needs.
- The ground floor of St Mary's School building is accessible to those with physical disabilities.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs. We have inclusive classrooms and teach using a multi-sensory approach.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- A child with a disability or a learning need is provided with reasonable adjustments (such as auxiliary aids, services or simply consideration in seating) to overcome disadvantage and increase their access to the curriculum.
- The acoustics in the teaching areas have been improved to meet BB93 standards
- The lighting in the teaching areas has been improved to meet BB90 standards

9. THE EXPERTISE AND TRAINING OF STAFF TO SUPPORT CHILDREN WITH SEND

- Our SENDCos are fully qualified and accredited with the National SENDCO Award and oversee training for staff supporting children with SEND.

- SENDCo attends termly Professional Network meetings and works with other schools in the local cluster meetings.
- SENDCo liaise with the Brent SEND Team to ensure that statutory practices are being implemented and maintained in the school.
- We have TA's who have had specialist training to deliver speech and language programmes
- Our TA's have ongoing training in delivering the Read Write Inc. reading Programme, with specific training for children with SEND.
- We have TA's who are trained to deliver Lego Therapy and other interventions for children with specific needs. We are committed to access specialised training for staff to work more effectively with children who require it.
- Teachers have refreshed training delivered by the NHS Speech and Language Therapist
- Teachers and TA's have access to and training run jointly by our therapeutic service with the SENDCos in specific areas of social, emotional and mental health for example dealing with emotionally motivated behaviours.

10. EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN AND YOUNG PEOPLE WITH SEND

We evaluate the effectiveness of provision by collecting the views of parents. We review both parental feedback and children's surveys. We use quantitative data to examine both progress and attainment levels compared to those achieved by children without SEND in our school also, within the LEA and nationally for pupils with the same levels. Generally, our SEND children achieve according to their outcomes. We also use this data to forward plan provision for future years. This discussion is shared with our governors.

- We monitor the impact of interventions/support provided through our intervention tracker
- We hold regular meetings to discuss progress towards outcomes
- We monitor planning and other evidence to ensure that children with SEND are receiving a full and inclusive entitlement
- Analysis of progress data for children with SEND to ensure they make at least expected progress

11. HOW WE ENABLE CHILDREN WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE WITH CHILDREN IN THE SCHOOL WHO DO NOT HAVE SEND

Our After School/Breakfast Club are accessible and open to all children.

- All children are included in daily whole-class and small group shared activities based on the school curriculum.
- We aim for all children to be included in school trips. Careful planning, support and detailed arrangements are made prior to the trip.
- All our extra-curricular activities – music, craft, creative and sports actively target children with SEND.
- Residential trips to outdoor centres are assessed to ensure our SEND children have access

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.

12. HOW WE PROVIDE SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

We have a caring, understanding team looking after the children at St Mary's and a long history of supporting children to develop their emotional and social skills.

- The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore, this would be your first point of contact.
- We have our own therapeutic service which assists children in their emotional and social development. This may be done either individually, in small groups or as a class intervention.
- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children.
- If a child has behavioural difficulties an individualised programme is developed; a meeting is held alongside the child and parents to identify the specific issues, relevant support is put in place and targets set, this may include support from an external agency.
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult and at times record, their views of the event. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- During unstructured times such as the daily lunch time, clubs run by experienced sport Coaches and TA's help to minimise incidents, promote team spirit and taking turns all the while developing skills, talents and interests. Moreover, adult mediation in situ, helps to resolve disputes, draw-in quieter personalities and promote social and emotional development.
- Quiet spaces are available both inside (classes) and outdoors.
- Many teachers use mindfulness techniques to support and promote calm and emotional well-being.
- The Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported to the head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

If further support is required the class teacher liaises with the SENDCo's and Deputy Head teacher for further advice and support. This may involve working alongside outside agencies such as Health, Family Solutions and Social Care, and/or specialist educational services.

13. HOW WE INVOLVE OTHER ORGANISATIONS IN MEETING THE NEEDS OF PUPILS WITH SEND AND SUPPORTING THEIR FAMILIES

If a child has not made progress despite the delivery of high quality interventions, we will seek advice from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

As a school we work closely with external agencies that we feel are relevant to individual children's needs within our school to ensure that all relevant information is considered when making provision for our children with SEND including:

- Educational Psychology Service
- Specialist Services for HI/VI/ASD,
- Inclusion and Alternative Education Service;
- Health including – GPs, School Nurses, Clinical Psychologists, Art Psychotherapists, Paediatricians, Speech & Language Therapists, Physiotherapists, Occupational Therapists
- BOAT
- Brent Carers Centre; Brent SENDIAS
- Social Services including locality teams, and Social Workers
- Education Welfare Service

Directly funded by the school:

- Learning Mentor
- SEN Specialist Teacher
- Highly trained Teaching Assistants
- Allchild – emotional and therapeutic support
- Enrichment Programmes

Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Speech and Language Therapy for those children with a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority).
- Parenting Classes

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level
- Our SENDCOs are fully qualified and accredited with the National SENDCO Award and oversees training for staff supporting children with SEND.

For a very small percentage of children, whose needs are significant and complex, and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

14. WHERE CAN YOU FIND MORE INFORMATION ABOUT SEND SERVICES IN BRENT AND THE LOCAL AREA (THE LOCAL OFFER)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEND and their parents and service providers in its development and review.

St Mary's cooperates with the Local Authority to:

- Make families aware of the kind of support available to them and where to find the Local Offer
- Help people access the Local Offer information, especially where there are barriers to them accessing it.
- Consult children and young people and their families directly in preparing and reviewing the Local Offer
- Keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Brent Local Offer: <http://www.brent.gov.uk/localoffer>

15. HOW WE HANDLE COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT THE PROVISION AT ST MARY'S

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- The class teacher
- The SENDCos
- The Headteacher
- For complaints, please contact the School Governor with responsibility for SEND - *Ms Lucky Enekeme*. She can be contacted via the school office
- Please refer to the School's Complaints Policy, available via our website, from the school office

This Report was compiled in September 2024 and reports on the academic year Sept 2023- Jul 2024. It will be reviewed and updated in September 2025