



SEN Information Report

Welcome to St Mary's CE First School's Special Educational Needs (SEN) Information Report.

In this report, you can find the answers to questions about how we support our pupils with additional needs. If there are questions that are not answered here, please do get in touch with the school office where we will be happy to answer your queries.

St Mary's First School truly values the relationship between the school and its families; because of this, we do welcome any suggestions that you may have about SEN provision at our school.

Our school currently has 145 pupils on roll. Of these, 20.6% of children are identified as having a special educational need (SEN).

Schools use lots of letters when discussing SEN. A guide to some of the common acronyms can be found [here](#).

Who are the contacts for SEN at St Mary's First School?

1. Your first contact should always be your child's class teacher.
2. Our SENCo is Lisa Thornicroft: lthornicroft@stmarysfirstschool.org
3. Our headteacher is Mick Homer: mhomer@stmarysfirstschool.org
4. Our Local School Committee member for SEN is Louisa Swabey-Payne who can be contacted by asking the school office for a message to be passed on.

What kinds of SEN does St Mary's First School School support?

Our school currently provides additional and/or adapted provision for a range of needs, including:

- *Communication and interaction* - for example, autistic spectrum disorder and speech & language difficulties. 20% of our children with a SEN have this area as their main area of need.
- *Cognition and learning* - for example, dyslexia. 13.3% of our children with a SEN have this area as their main area of need.
- *Social, emotional and mental health difficulties* - for example, attention deficit hyperactivity disorder (ADHD). 56.6% of our children with a SEN have this area as their main area of need.
- *Sensory and/or physical needs* - for example, visual or hearing impairment. 10.0% of our children with a SEN have this area as their main area of need.

However, pupils may have needs in more than one category of need and we aim to ensure that plans match individual learning requirements.

On the following pages, you will find the types of support available at St Mary's.

COMMUNICATION & INTERACTION

Support with the articulation of speech: transferring spoken sounds into their written form and vice-versa.

Support with receptive language to build an understanding of vocabulary, phraseology and key question starters.

Support with higher-level language difficulties, including understanding humour, and literal/figurative interpretation

Support in small group settings to develop social skills: co-operation, collaboration, communication and compromise.

Support with the development of imaginative capacity.

Pastoral support to develop social interaction skills and enable appropriate expression of emotion in a social context.

Support and training for teaching staff to maximise the effectiveness of their provision.

Regular monitoring of SEND provision by the school's SENCo and Initio Learning Trust's Inclusion Lead.

Referral to specialist health and/or educational professionals for advice, support and monitoring.

This is a non-exhaustive list of support available at St Mary's CE First School for children with communication and interaction difficulties.

SENSORY AND/OR PHYSICAL NEEDS

Support to provide enhanced sensory stimulation and feedback, including sensory breaks and use of our sensory room.

Support with the development of gross and/or fine motor coordination skills through targeted programmes.

Adaptations to the environment and/or specialist equipment, as advised by specialists.

Support and training for teaching staff to maximise the effectiveness of provision.

Regular monitoring of SEND provision by the school's SENCo and Initio Learning Trust's Inclusion Lead.

Referral to specialist health and/or educational professionals for advice, support and monitoring.

This is a non-exhaustive list of support available at St Mary's CE First School for children with sensory and/or physical difficulties.

SOCIAL, EMOTIONAL & MENTAL HEALTH

Support to develop appropriate expression of emotions, self-awareness and self-regulation.

Regular communication with trusted adults to enable effective expression of emotions and reduce perceived isolation.

Support in forming positive productive peer relationships and establishing positive communication.

Support to ensure that behaviour of individual pupils with identified needs does not adversely impact learning for the wider group.

Support and training for teaching staff to maximise the effectiveness of their provision.

Regular monitoring of SEND provision by the school's SENCo and Initio Learning Trust's Inclusion Lead.

Referral to specialist health and/or educational professionals for advice, support and monitoring.

This is a non-exhaustive list of support available at St Mary's CE First School for children with social, emotional and mental health difficulties.

COGNITION & LEARNING

Teaching programmes and approaches matched to the needs of the individual child.

Teaching, support and learning environments are adapted to the needs of the child.

Specialised teaching programmes are implemented as appropriate to meet specific learning needs.

Regular and systematic monitoring of pupil progress with parental feedback opportunities.

Timely responsive adjustments to provision in the light of progress made.

Assessment of cognition and learning needs by specialist, qualified SEN teacher.

Support and training for teaching staff to maximise the effectiveness of their provision.

Regular monitoring of SEND provision by the school's SENCo and Initio Learning Trust's Inclusion Lead.

Referral to specialist health and/or educational professionals for advice, support and monitoring.

This is a non-exhaustive list of support available at St Mary's CE First School for children with cognition and learning difficulties.

How does the school know if children need extra support?

All pupils at St Mary's First School are informally assessed, both academically and socially and more formally assessed for academic progress. If we are concerned about a pupil's progress, we will monitor the pupil to collect information and provide relevant support.

If your child is still not making expected progress, the class teacher will seek the support of the SENCo and meet with you to discuss how we can support your child's learning. It may be appropriate at this point for your child to be added to the SEN register. For more information about the SEN register, what it is and how it works, please click [here](#).

If your child is placed on the school's SEN register, we work carefully with you to identify appropriate adaptations and strategies to focus the support and progress for your child. These are identified on a class provision map and reviewed regularly.

If there are still concerns about your child's progress, we may, in consultation with you and your child, if appropriate, decide that an application for an EHCP may be required. For more information about EHCPs, what they are and how they work, please click [here](#).

At all stages, we will involve you and your child fully in any decisions made as you are the ones who know your children best.

What should I do if I think my child may have special educational needs?

If you are concerned about your child's progress, please do not hesitate to contact their class teacher in the first instance. Class teachers are available on the classroom doors every morning and you can also arrange an appointment with them through the school office.

Our Family Support Worker, Karen Bennett, is also a member of our inclusion team and she is always happy to speak with parents regarding their children's progress and support in school. Karen can be contacted through the school office, also.

How will St Mary's First School support my child?

Your child's class teacher will be responsible for ensuring that your child is supported with their class and social learning. The class teacher knows your child pastorally and is able to intervene if help is needed.

In some cases, classes are lucky enough to have the support of an extra adult (TA). The TA can work with small groups on targeted interventions; more individually with pupils or work with larger groups in order for the teacher to work with focus pupils.

St Mary's First School also has a Special Educational Needs Coordinator (SENCo) who coordinates the provision for those on the SEN register; acts as a point of

contact for any SEN outside agencies working with the school and leads the strategic vision for SEN throughout the school. The SENCo also attends meetings with you, your child and these outside agencies wherever necessary.

Our Headteacher works closely with the teachers, the SENCo and the Local School Committee and the Director for Education to ensure that attainment and progress for all pupils at St Mary's First School is constantly improving

If you wish to contact any of the teachers, the SENCo or the headteacher, please either phone the office on 01305 263880 or via the office email office@stmarysfirstschool.org

How does St Mary's First School assess and review my child's progress towards their targets?

This is a continuous process. We monitor your child's progress in a variety of ways including dropping into lessons, looking at their books and carefully analysing any assessment data.

There are different methods of assessing and reviewing your child and this will vary according to their needs but may include the following:

- Seeking parent's views and discussions at Parent Consultation meetings.
- Termly review of your child's plans which, where appropriate, will include the views of your child.
- Analysis of attainment and progress data by the class teacher and SENCo
- SENCo observations, diagnostic tests or advice from outside agencies and professionals.
- Teacher assessments: observations, tracking progress and attainment, assessments and tests.
- Teaching Assistant records, observations, meetings with the SENCo.

How will I know how my child is doing?

If your child is identified as having a SEN, they may have specific, measurable, achievable, realistic and timely targets for each area of need if these are appropriate. Each target is reviewed at least termly with comments from your child, yourself and the staff. The pupil passport also includes information about what helps them to learn, how they can help themselves.

Each target will be carefully matched to appropriate provision; if your child has not met the target, then it may be that the target or the provision needs to change.

If your child has an EHCP, then you will also have an Annual Review where your child and all adults working with them come together and decide what longer term targets and provision may be appropriate.

Alongside this, St Mary's First School also has regular parents evenings and termly reports to tell you how your child is doing at school.

How will the school's approach to teaching and learning be matched to my child's needs?

The majority of our pupils with an identified SEN will have their needs met at the school support level. This means that, through high quality teaching, scaffolded ways into the learning and appropriate differentiation, most children will make good progress. In some instances, there may need to be slight adaptations to the curriculum in order for your child to access it. This is nothing to worry about.

Using the information from assessments, we work with you and your child to plan the support needed and ensure that the plan is carried out. We then work together to review the plan and make any changes necessary. This is known as the graduated response. To find out more about the graduated response, please click [here](#).

There are times when your child's needs may be affected by other factors which are not educational but nevertheless, impact on learning.

Below are some examples of other influences upon progress:

- Attendance and punctuality
- Behaviour where there is no underlying SEN
- Bereavement and family issues
- Disability where there is no impact on progress and attainment
- English as an additional language
- Health and welfare
- Looked after and previously looked after children
- Pupils who are classed as Pupil Premium
- Children from families in the services

These needs are also supported through our joint working with you, your child and other professionals and services such as Early Help, Inclusion Leads from our locality, Mosaic, Virtual School, The Educational Psychology Service, and Dorset or BCP Multi Agency Service Hub.

We can also adapt the environment to support your child's needs, for example, by using technology or adaptive seating.

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

We ensure that we get to know your child very well. Your child's class teacher is able to support your child's wellbeing through morning meet and greet, our PSHE curriculum and check ins throughout the day.

If your child or family need more support, the school has a Family Support Worker Karen Bennett. She can be reached by phoning the school office 01305 263880 or email (kbennett@stmarysfirstschool.org) and may be able to signpost you to additional support services.

If your child is struggling with a mental health issue that can be deemed as severe, we will work with you both to refer to an appropriate agency such as CAMHS.

At St Mary's First School we teach the students about bullying and how to report it if it is seen or experienced. Bullying is not tolerated under any circumstances.. We teach many of the concepts linked to anti-bullying through our collective worship as well as our thorough and progressive PSHE curriculum. If you or your child feels that they are being bullied, please do speak to your child's class teacher.

What about children with foster carers or children who have been adopted?

All children at St Mary's First School are treated as individuals and their unique talents and strengths are celebrated. If your child is in care or is adopted, please do talk to us to see if there is further support needed. We will always work with you and your child to make sure that we respond to your child's needs.

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

At St Mary's First School, we run a variety of clubs and trips for our pupils. If your child wishes to join a club, we will endeavour to make that happen. Our school trips are planned for all pupils to be able to take part, although we may conduct thorough risk assessments for those identified with SEN to ensure that they are able to participate in the learning safely and enjoyably.

If we are concerned about a risk to your child, we will work with you to try and overcome this.

How do you listen to my child's views?

Your child's views are of utmost importance to us. We believe in 'doing with' not 'doing to' and so will always seek to involve your child as the very first thing we do.

Many children are able to express their views verbally to a trusted adult and we will capture this on their pupil passports. If your child is not confident or not able to

express their views verbally, we have a range of strategies for them to be able to contribute such as using pictures, using toys or using more physical ways of communication such as hand gestures or sign language.

We always present information in an age and stage appropriate way to increase your child's participation in the decisions about their learning.

Sometimes, it is more appropriate for you to gather their views at home. If this is the case, and you are happy to do that, we are able to give you any guidance and support you may need.

How does St Mary's First School support pupils moving between phases and prepare for adulthood

Moving between phases/schools can be a daunting time for you and your child. We are here to help your child successfully transfer to their next step in education.

Most children are able to transition to different phases of education with minimal support but, for those identified as having a SEN, it can be overwhelming. If this is the case for your child, we work with you to agree a plan so that your child's learning journey can be continued. The plan can include (but isn't limited to):

- Meetings with pupils
- Meeting with parents
- A transition programme for the move from our onsite Preschool with regular visits to the school and a teacher visit to the home
- Working with our Learning Transition Mentor who works between St Mary's and St Osmund's Middle School to support the move onto middle school.
- Additional visits to receiving establishments
- Correspondence, liaison and meetings with class teachers and SENCOs
- Observing pupils in class
- Attending Annual Reviews of pupils with EHCPs

What training have the staff had?

We are proud that our SENCO has SEN Diplomas Masters Ph.d and has 14 years experience. They attend networking with other SENCOs and locality briefings where important information is shared. They also attend training that is relevant to the school's needs. They are level 3 trained safeguarding lead and mental health lead. Our SENCO has one day per week to lead the SEN provision at St Mary's First School.

Ongoing training is built into our School Development Plan and is provided to all staff to enable them to effectively support the pupils with SEND throughout the school. We are also lucky to have a team of seven TAs who are trained to deliver SEN provision.

How do you work with other agencies?

Sometimes, we may need more specialist advice or support to meet the needs of your child. This includes locality support services such as specialist teachers, Educational Psychologists, family workers or social workers. We may need the advice of health professionals such as paediatricians or school nurses or seek advice from voluntary sectors such as Mosaic.

If we think that your child may need support from outside services, we will discuss this with you before we take action. Of course, if there is a risk of harm to your child, this is overridden by our safeguarding processes.

In most cases your child will be seen in school by these services and we all work closely with you and your child to agree the outcomes and support. This will be reviewed regularly.

How do I complain about SEN provision at St Mary's First School?

We would really hope that there is no cause for complaint and we encourage feedback at all stages of support for your child, but, sometimes this may be a step that you wish to take.

There is a process for complaints which is detailed in our [complaints policy](#)

How do I find the Local Offer?

The SEND Local Offer provides information on services and activities for children and young people living in your area who are aged 0-25 and have Special Educational Needs and Disabilities. Click on the links for more information:

Dorset local authority's local offer is published here:

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

Where do I find your policies?

All of our policies can be found on the [policies](#) page of our school website.

What government guidance do you work with?

St Mary's First School works within all published statutory guidance.

Please click on the links below to read some of the guidance or legislation that may be of interest.

Relevant legislation:

- [The Education Act 1996](#)
- [Children and Families Act 2014](#)
- [The Children Act 1989](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The SEN Code of Practice 2015](#)
- [The Equality Act 2010](#)

Relevant government guidance:

- [Keeping Children Safe in Education](#)
- [Parental responsibility measures for attendance and behaviour](#)
- [Children missing education](#)
- [Working together to safeguard children](#)
- [Elective home education](#)
- [Alternative provision: statutory guidance for local authorities](#)
- [School Suspensions and Permanent Exclusions](#)
- [Supporting pupils at school with medical conditions](#)
- [Ensuring a good education for children who cannot attend school because of health needs](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#)
- [Approaches to preventing and tackling bullying](#)

**If, after reading this, you have questions that have not been answered,
please do not hesitate to contact the school.**