



## SEND Information Report



At St. Margaret's CE Junior School all children have a right to be valued, encouraged and accepted equally, regardless of their ability, gender, family background, culture etc.

This school provides a broad and balanced curriculum for all children. Planning is based on National Curriculum expectations and teaching and learning aims to meet the specific needs of our pupils. Some children have barriers to learning that mean they require provision that is additional to or different from others of the same age. This may be termed as Special Educational Needs.

### **How will the staff at St. Margaret's know if my child needs extra help?**

- Your child may be falling behind in their learning.
- There may be changes in their behaviour in class.
- They may come into mainstream school already with an Education, Health and Care Plan (EHCP) or existing parental concerns.
- Monitoring of pupil progress and discussions with your child.
- Discussions with you, the parents or carers.

### **What should I do if I think my child has a Special Educational Need or Disability (SEND)?**

- First of all, discuss your concerns with the class teacher. They are the first point of call.
- Make an appointment to speak to the Special Educational Needs and Disabilities Co-ordinator (SENDCo). The class teacher will usually organise this for you.
- Depending on your child's specific needs, you may wish to talk to your G.P.

### **How will St. Margaret's support my child with SEN?**

- The class teacher will be aware of your child's needs and will arrange for Teaching Assistant (T.A.) support for some tasks in class.
- Your child's name will be included on the school's Special Educational Needs and Disabilities (SEND) register.
- Your child's support will be mapped on the school's provision map.
- They may receive additional one-to-one support.

- A referral to the Educational Psychology Service for advice or assessment may be made.
- Support from the Speech & Language Therapy Service or Occupational Therapy Service may be requested.
- Support from an outreach service for pupils on the autistic spectrum can be sought.

### **How will the curriculum be matched to my child's needs?**

- All children work towards similar outcomes with subtle differences in the nature of the skills being tested.
- There may be several different tasks taking place in one lesson. This is called differentiation and allows all children to access the curriculum effectively. Some pupils can access learning at a greater depth, others less so.

### **How is the decision made about what type of and how much support my child will receive?**

- The class teacher and the SENDCo will discuss those needs and how they can be best met within the school.
- Provision may be in a small group, inside or outside of the classroom.
- Support may be 1:1 with a teaching assistant if appropriate.
- The nature of support is recorded and its success evaluated.

### **How will I know how well my child is doing and how I can help them at home?**

- Meetings with the SENDCo, class teachers and teaching assistants are held regularly. A Personal Intervention Plan (PIP) is created at least once per term for children who are entered on the school's register of Special Educational Needs.
- The PIP sets targets that are specific, measurable, achievable, realistic and timed (SMART). These are shared with you and your child.
- The PIP can help with your role at home.

### **How will St. Margaret's know how well my child is doing?**

- Teachers monitor your child's progress with their targets and regular assessments, matched to national and age-related expectations.
- Teachers complete tracking documents every term.

- The Personal Intervention Plan is reviewed at least once each term.
- Reading is assessed using standardised tests to give a reading age.
- Children who are not making expected progress are picked up through the regular review meetings that follow these assessments.
- This may lead to adjustments to their Personal Intervention Plan and to the support they receive.

### **What is available to support and develop my child's overall wellbeing?**

- We are an inclusive Church of England school, welcoming and celebrating diversity. Our core Christian values promote equality for all and this is lived out by both children and staff.
- We nurture and encourage our children to develop their self-esteem and confidence. This enables them to commit to their learning and play a full part in school life.
- Class teachers, support staff and senior leaders monitor children who need additional pastoral support. This is provided in a range of guises, either individually or in groups.

### **What services and expertise are available at or accessed by the school?**

- The SENDCo is a qualified teacher who holds the National Accreditation for SENDCo.
- Teachers and support staff are given opportunities to develop their skills via continuing professional development. This is in the form of in-house training, sharing good practice with other schools and utilising professional training companies.
- Training on specific Special Educational Needs topics feature in the staff professional development calendar each year.
- We work closely with external agencies, relevant to each individual child's needs. These include GPs, School Nurse, Paediatricians, Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Specialist Advisory Teachers for Hearing or Visually Impaired, Specialist Outreach Workers, Family Support and other Social Services.

### **How are children with SEND included in activities outside of the classroom, including school trips?**

- All of our children are encouraged to join in, welcomed on and included in all activities & after school clubs whatever their needs.
- If a child needs extra support to be able to participate in a school visit or activity, then the adult to child ratio will reflect this; a child may be supported 1:1
- Parents/Carers are welcome to help on school trips to support their children.

### **How accessible is the school environment?**

- St. Margaret's is currently housed across two sites.
- The Lower School Building (housing reception) is fully accessible to all, with ramps, disabled toilets and fire exits.
- The Upper School Building is a much older, listed building. Minor alterations have been made to this building to make it accessible however there are multiple floor levels and no disabled toilets in this building.
- In the Upper School Building there is a portable ramp that can be used for access to the building.

### **Who will I speak to if I am worried about how my child is progressing?**

- Initially this should be your child's class teacher who works with them every day.
- Make an appointment, through school reception, to meet the SENDCo.
- Parents/Carers are always welcome to have a meeting with the Head Teacher to discuss any further concerns.

### **How will St. Margaret's prepare and support my child when joining the school and transferring to a new school?**

#### **Joining our school**

- Teachers support the transition from Key Stage 1 to Key Stage 2 education by visiting May Bank Infants School.
- There is a Parents Evening, for children in year 2, in the summer term before the September start.
- Transition meetings between teachers are held in the summer term.
- Prospective parents/carers are welcome to visit and tour the school by appointment.

### **Moving to Secondary School**

- Secondary School's websites inform parents of any open evenings, etc. to be held.
- In the summer term, meetings are held between the SENDCo and the SENDCo of the secondary schools to make sure that all relevant information is passed on.
- If appropriate, the SENDCo will make an application to a school with a specialist provision to meet an individual child's needs.
- Children with SEND are usually invited to extra transition days at their new secondary schools.
- Support is given by all staff working with a child to reassure them that they will benefit from a place at a specialist provision if appropriate.

### **What are the responsibilities of School Governors for pupils with SEND?**

- There is a SEND Governor who is responsible for monitoring the provision for children with special educational needs in school.
- The SEND Governor will meet with the SENDCo to talk through the progress that the children are making and reports back to the Governors. In these meetings all discussions and data is anonymous.
- Governors look at data to ensure SEND children make progress that is at least as good as the rest of the children in the school.
- The SENDCo reports to the Governing Body.
- A pupil premium report is issued detailing where pupil premium funding is allocated.

### **What steps should I take if I am concerned about the school's SEND provision?**

- The first point of contact should always be your child's class teacher.
- You may wish to speak to the SENDCo, Mr Marcus Groom.
- Read the school's SEND policy which is published on the school website.
- You may also wish to speak to the Head Teacher or the schools SEND Governor. Please make an appointment to do so through reception.
- The school has a formal complaints policy. Please contact the school office for details.

Further information about the provision, services, support and resources available for children or young people with SEND and their families within the Newcastle Borough of Staffordshire is available through Staffordshire County Council.

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationandNeeds/home.aspx>

<http://www.staffordshirecares.info/Homepage.aspx>

**SENDCo:** Mr. M. Groom

**SEND Governor:** Mr. A. Brownsword

**Head Teacher:** Mr. D. Hugill

**To be reviewed:** June 2017