

## St Mary's Church of England Primary School Offer for Pupils with Special Educational Needs (SEND)



Who will support my children at school?

Question	People	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEND)?	<p>SENDCo: Mrs Alexandra Nethercot</p> <p>Tel. No: 01455 637477</p> <p>Email: anethercot@stmarys.leics.sch.uk</p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>Coordinating all the support for children with special educational needs (SEND) and developing the school's SEND Policy to ensure all children get a consistent, high-quality response to meeting their needs in school.</li> <li>Ensuring that you are involved in: <ul style="list-style-type: none"> <li>supporting your child's learning</li> <li>kept informed about the support your child is getting</li> <li>involved in reviewing how they are doing</li> <li>part of planning ahead for them</li> </ul> </li> <li>Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology Service (EPS) etc.</li> <li>Updating the school's SEND Records of Need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.</li> <li>To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.</li> </ul>

	Class Teacher	<p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as scaffolding).</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.</li> <li>• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>• Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Ensuring that the school's SEND Policy is followed in each classroom.</li> </ul>
	Teaching Assistant (TA)	<p>A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed initially to the Class Teacher and/or SENDCo.</p> <ul style="list-style-type: none"> <li>• Of course, as a school we welcome daily dialogue between parents and TAs on how a child's day has been, and we do actively encourage this continued feedback.</li> </ul>

	<p>Headteacher:</p> <p>Mrs Rachel Ayres</p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the school, this includes the support for children with SEND.</li> <li>• She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.</li> <li>• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul>
	<p>SEND Governor:</p> <p>Mrs Elaine Stock</p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND policy</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEND and/or disabilities</li> <li>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</li> </ul>

## How does the school identify and assess children with Special Educational Needs?

At St Mary's children are identified as having special educational needs through a variety of ways.

### **These can include:**

- Children performing far below their chronological age in many or a particular area
- Concerns raised by parents
- Concerns raised by teachers. This could be differences in the child's behaviour in class or through pieces of work they complete
- Concerns raised from teachers from any previous schools
- Meetings with specialists outside of the school
- Medical and health diagnosis through doctors or hospitals

**At St Mary's we cater for a range of different SEND needs.** As an example, this currently this includes:

- Autism Spectrum Condition,
- ADHD/ADD
- Down Syndrome
- Dyslexia,
- Moderate Learning difficulties,
- Speech and Language disorders,
- Social, Emotional and Mental Health difficulties.

### **Note on EAL**

- We support students for whom English is an additional language. All staff are made aware of the need and adjust plans accordingly. We monitor their progress carefully and provide learning support and mentoring for those students who are not making expected progress. Please contact your child's class teacher if you feel that your child needs more help in this area. Having English as an additional language does not mean that your child will be on the Special Needs Register. We would need to assess your child in their native language to differentiate between what may be a language barrier and what may be a special need.

## How will St Mary's support my child?

Within St Mary's we have a range of support we can put in place for children with special educational needs or disabilities. This support will depend on your child's individual needs and circumstances.

	What could this mean for your child?	Who can get this kind of support?
Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input.		
Class teacher input via targeted classroom teaching also known as <b>Universal Provision.</b>	<ul style="list-style-type: none"><li>• The teacher has the highest possible expectations for your child and all pupils in their class.</li><li>• All teaching is based on building on what your child already knows, can do and can understand.</li><li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li></ul>	All children in school when needed.

<p>Specific group work in a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside.</li> <li>• Run by a teacher or a Teaching Assistant who has had training to run these groups.</li> </ul> <p>These are often called <b>Intervention Groups</b>.</p>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</li> <li>• S/he will plan group sessions for your child with targets to help your child to make more progress.</li> <li>• A teacher or TA will run these small group sessions using the teacher's plans, or a recommended programme.</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children who are at the stage of the SEND Code of Practice once called <i>School Action</i>.</p> <p>At St Mary's this is known as <b>Targeted Provision</b>, which means they have been identified by the class teacher as needing some extra support in school.</p>
<p>Specialist groups run by outside agencies e.g. Emotional Literacy</p> <p>This could also include individual support for your child from a Learning Support Teacher.</p>	<ul style="list-style-type: none"> <li>• If your child has been identified as needing more specialist input instead of or in addition to classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress</li> <li>• Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> <p>Children who are at the stage of the SEND Code of Practice once called School Action Plus.</p>

	<ul style="list-style-type: none"> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include:</li> <li>❖ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. <ul style="list-style-type: none"> <li>❖ Support to set better targets which will include their specific expertise.</li> <li>❖ A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit.</li> <li>❖ A group or individual work with outside professional.</li> </ul> </li> </ul> <p>The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</p>	<p>At St Mary's this is known as <b>Higher Needs Provision</b> which means they have been identified by the class teacher/SENDCo as needing some extra specialist support in school from a professional outside the school.</p> <p>This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>
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<p><b>Specified Individual Support.</b></p> <p><b>This is usually provided via an Education, Health and Care Plan (EHCP).</b></p> <p>This means your child will have been identified by the class teacher or SENDCo as needing a <b>particularly high level of individual need</b> which cannot be provided from the budget available to the school.</p> <p>Usually, your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• EIS</li> <li>• Play Therapy</li> <li>• Outside agencies such as SALT.</li> </ul>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the on the Leicestershire County Council website at <a href="https://www.leicestershire.gov.uk">https://www.leicestershire.gov.uk</a></p> <p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.</p> <p>If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support your child with Targeted Provision or Higher Needs Provision.</p> <p>After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress.</p> <p>If this is the case, they will write an EHC Plan.</p> <p>If this is not the case, they will ask the school to continue to support your child with Targeted Provision or Higher Needs Provision and may also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <p>The EHC Plan will outline the funding units allocated and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	<p>Children whose additional needs are severe, complex and lifelong.</p> <p>The range of needs may include thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language, or how they relate to and behave with other people.</p>
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## Frequently Asked Questions

<p>How will we support your child with identified special needs starting at school?</p>	<p>We will first invite you to visit the school with your child to have a look around and speak to key staff. If other professionals are involved a multi-agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. Your child's key person may make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child settle more easily.</p>
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo or Headteacher. If you are still not happy you can speak to the school SEND Governor.</p>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCo. The school also has meetings every term between each class teacher and senior staff members in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more details:</p> <ul style="list-style-type: none"> <li>o To listen to any concerns you may have.</li> <li>o To plan any additional support your child may receive.</li> <li>o To discuss with you any referrals to outside professionals to support your child's learning.</li> </ul>

<p>How is extra support allocated to children and how do they move between the different levels?</p>	<p>The school budget includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs in consultation with the SENDCo and the school governors, on the basis of needs in the school.</p> <p>The Head Teacher and SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected. They also decide what resources/training and support is needed.</p> <p>All resources/training and support are reviewed regularly and changes made as needed.</p>
<p>Who are the other people providing services to children with SEND in this school?</p>	<ul style="list-style-type: none"> <li>• Play Therapy</li> <li>• ELSAs (Emotional Literacy Support Assistants)</li> <li>• Family Support Worker</li> <li>• School Counselling Service/CAMHS/Mable Therapy</li> <li>• Early Intervention Service (EIS)</li> <li>• Educational Psychology Service (EPS)</li> <li>• Sensory and Physically Impaired (SPI) Team</li> <li>• Autism (ASD) Team</li> <li>• ADHD Solutions</li> <li>• Speech and Language Therapy (SALT)</li> <li>• Oakfield Specialist Support</li> </ul>
<p>Which NHS services can the school refer my child to?</p>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• School Nurse</li> </ul>

<p>How are the teachers in school helped to work with children with SEND and what training do they have?</p>	<p>The SENDCo's job is to support the class teacher in planning for children with SEND. 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 ESBD, specific learning difficulties and ASD etc. Whole staff training is used to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. 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 Speech and Language Therapy.</p>
<p>How will the teaching be adapted for my child with learning needs (SEND)?</p>	<p>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. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources 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.</p>
<p>How will we measure the progress of your child in school?</p>	<p>Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and an assessment is given in reading, writing and Maths.</p> <p>At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do.</p> <p>Children who require <b>Targeted</b> or <b>Higher Needs Provision</b> will have an Individual Learning Plan which will be reviewed with their and your involvement, at Parent's Evening and the plan for the next term made. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. These children will have an <b>Individual Learning Plan</b>. The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.</p>

<p>What support do we have for you as a parent of child with SEND?</p>	<p>We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</p> <p>The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.</p> <p>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</p> <p>Individual Learning Plans and/or Pupil Passports will be reviewed with yours and your child's involvement each term.</p> <p>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.</p> <p>Regular Coffee Mornings/Drop ins with the SENDCO will take place.</p>
<p>How have we made this school accessible to children with SEND?</p>	<p>We ensure that equipment used is accessible to all children regardless of their needs. Enrichment and after school activities are extended to all pupils irrelevant of their needs.</p>
<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.</p>

	<p>If your child is moving to another school:</p> <ul style="list-style-type: none"> <li>• We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> <li>• In most cases staff from the new school will visit your child in this school.</li> <li>• Extra transition visits may be arranged to support their understanding of the changes ahead.</li> </ul> <p>When moving classes in school:</p> <ul style="list-style-type: none"> <li>• Information will be passed on to the new class teacher <b>IN ADVANCE</b> and in most cases, a planning meeting will take place with the new teacher. All Individual Learning Plans and Pupil Passports will be shared with the new teacher.</li> </ul>
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Leicestershire Local Offer and Contacts: Log onto [leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability](https://leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability)

### **SEND Information Advice and Support Service (SENDIASS Leicestershire)**

- offers free information, advice and support for parents and carers of young people aged 0-25 with (SEND) and young people themselves

Telephone: 0116 305 5614

Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm

Email: [sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk)