

St Gregory's CE VA Primary School

SEND Information Report

"Where learning has no limits"



Executive Head Teacher: **Mrs Jill Farndale**

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At St Gregory's Primary School, we have high expectations and aspirations for all our children, whatever their ability or need. We aim to remove barriers so all our pupils can aim high and not have limitations to their learning or opportunities. It is important that all our pupils feel valued as part of the school and wider community, and become confident individuals in the future.

Who is responsible for SEND at St Gregory's?

It is the class teacher's responsibility to meet the needs of all pupils in their class, including those with Special Educational Needs.

Mrs Hayley Shears is the school Inclusion Leader and holds the National award for SENCos. She leads the school's SEN strategy and oversees the daily implementation of support for children with special educational needs by coordinating resources and budgets, staff training, and working with parents and external agencies to ensure inclusive education to help every child reaches their potential.

The Inclusion Leader can be contacted via the school office email office@stgregorymarnhull.dorset.sch.uk or directly senco@stgregorymarnhull.dorset.sch.uk or phone 01258 820209

Mrs Sharon Martin is the SEND governor. The SEND governor has a strategic role to ensure the school and monitors the effectiveness of the SEND provision. Sharon can also be contacted via the school office.

How do we identify pupils with a special educational need and/or disability?

At different times in their school career, a child may have a special educational need and/or disability. The Code of Practice, 2014, (6.15) defines special educational needs as: "a learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

The Code of Practice identifies four main areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

There are many ways in which children's special needs are identified. These include:

- The identification of need prior to a child starting our school – either through liaison with a child's pre-school or nursery, or their previous school,
- Open communication between parents and staff. We encourage parents and carers to tell us if they are worried about their child,
- The class teacher raising concerns from classroom observations,
- Monitoring of school assessments on a termly basis via pupil progress meetings with member of SLT including the Inclusion Leader. If a pupil is not making expected progress, or is experiencing social and/ or emotional difficulties, these will be discussed with an agreed next step,
- Referrals from doctors, paediatricians and other medical agencies.

For some pupils, we may decide it is appropriate to seek advice from specialists. These include:

- TADSS outreach
- Speech and Language Therapist
- Specialist teachers
- Educational Psychologist
- Hearing Impairment Teacher
- Visual Impairment Teacher
- Medical advice from other Health Professionals

What should parents do if they think their child might have a Special Educational Need and/ or Disability?

Firstly, talk to the child's class teacher about concerns and what they have noticed at home. The class teacher will agree next steps and agree whether a meeting with the Inclusion Leader is needed.

What provision is available for pupils with SEND?

We provide a three-tiered provision to support a child's learning:

1. **Universal** – this is available to all our learners and would not require a child to be on the SEN register to receive this level of support.
2. **Targeted** - additional short term special educational provision to remove or reduce any obstacles to a child's learning.

Many interventions are run within the classroom setting. However, on occasion, specific targeted one-to-one, or small group interventions may be run outside the classroom, including in our dedicated nurture room. These interventions will be limited to a number of weeks to minimise disruption to the regular curriculum. Parents will be kept informed of their child's progress towards learning outcomes.

3. **Specialist** – it may be necessary to seek specialist advice and regular long-term support from a professional outside the school in order to plan for the best possible learning outcomes for a child. For a very small number of pupils, access to these specialists may be through an Education Health Care Plan.

Universal	Targeted	Specialist
High quality teaching	Precision teaching for reading, spelling, mental maths	Referral to Specialist Teacher or Educational psychologist
Scaffolding	Reading between the lines (KS2)	Support from outreach
Visuals	Little Wandle phonics catch up	Individual SALT programme
Flexible groupings	Daily 1:1 reading	Individual safe space in the school
In class support from class teacher/TA	Lego working together (SALT)	Adapted, flexible timetable
Coloured overlays	Piec D	AET tracking of needs
Extra time to complete tasks	Social stories	Alternative off site provision e.g. Forest School
Chunking of instructions/task planners	Individual work station	Extended class to class and secondary transition
Additional processing time	ELSA	Plan and predict plan
Colour semantics	Nurture/ social skills sessions	Occupational therapist plans
Use of ICT to record	Lego therapy	
Visual timetable	Access to MHST	
'Up coming events' board	Zones or regulation/5-point scales	
Good quality PSHE curriculum	Sensory circuits	
Consider seating/groupings in class	Learn to Move	
Movement breaks	Sound gym	
Fiddle tools	Pre teaching	
Pencil grips	Busy trays	
Wobble cushions		
Writing slope		
Easy grip rulers		
Now.next.then board		

All staff are kept up to date with the latest SEND information and training. We have regular staff meeting time dedicated to staff training in sharing and improving good practice. All teachers are expected and committed to having a good understanding and awareness of special educational needs. This is achieved through on-going training and professional development opportunities. Below, is a list of some of the training staff have taken. This training has usually been led by specialist teachers, educational psychologists, speech and language therapists, members of the Senior Leadership Team and our Inclusion Leader.

Recent staff training includes:

- Colourful Semantics
- ELSA
- Nurture
- Lego therapy (SALT intervention)
- Sound gym (SALT)
- The Dyslexic Friendly Classroom

- Making sense of autism
- Sensory Processing Emotional coaching
- Emotional Based Avoidance
- Precision Teaching

What systems are in place to set provision for children with special educational needs?

We follow a four-step graduated approach:

1. **Assess** a child's needs,
2. **Plan** the most effective and appropriate intervention,
3. **Do** the agreed intervention,
4. **Review** the impact on the child's progress towards their individual learning outcomes.

How is the effectiveness of our SEND provision monitored?

Monitoring progress and outcomes are an integral part of teaching within St Gregory's Primary School. The monitoring and evaluation of the effectiveness of our provision for SEN learners is carried out in the following ways:

- Learning walks by SLT team and subject leaders,
- Monitoring of the quality of interventions by the Inclusion Leader,
- Pupil progress tracking through pupil progress meetings with class teachers and members of SLT,
- Meetings with the SENCO to discuss progress made towards targets set on individual support plans,
- Attendance records,
- Behaviour records,
- Head Teacher's report to governors,
- The governing body monitor progress of pupils, including those with SEND (anonymously).

How are children with SEND supported to access activities outside of the classroom?

All children are included in activities and trips following risk assessment where appropriate and in accordance with duties under the Equalities Act 2010. We operate a fully inclusive school and realise the importance of visitors and visits to enhance and support learning. All classes regularly take part in trips and a variety of different visitors including PE coaches and Forest Schools teachers visit weekly. Children with SEND may sometimes require additional support and their needs will be looked at individually to assess how this can be achieved.

How are parents of children with SEND consulted about their child's education?

Parents attend parents evening with their child's class teacher twice a year and receive an annual report. For those with children on the SEN register, an extended or additional meeting is offered with the class teacher to discuss Support Plans and progress towards personal targets. Where appropriate the Inclusion Leader will attend these meetings.

Parents are encouraged to come in and talk about any concerns and thoughts about their child's needs at any time usually, with the class teacher initially. If deemed appropriate, the SENDCo can also meet to discuss concerns or celebrate success.

How will children be supported through different phases of transition in their education settings?

We recognise that transitions can be extremely difficult for all children but especially children with SEND. We take steps to ensure that any transition is done as smoothly as possible.

If a child is joining our school:

- We actively encourage children to spend time with us before they start, to meet the other children and the staff who will be working with them,
- A member of staff will show either the child and parents around the school and be available to answer any questions,
- We will make contact with their current school so we can understand any SEND need a child may have as well as provision that has currently helped.

If a child is moving to another school:

- The school SENDCo will contact the school to ensure they are aware of any special support or resources that need to be put in place,
- Records get passed between settings – we aim to do this as quickly as possible. This will include any reports from outside agencies and any individual support plans or EHCP which the child has had during their time at our school.

When a child moves classes in school:

- Children will visit the new class and have time to work with their new teacher to help them become familiar with the classroom,
- Social Stories and photo books are used to support the transition where needed,
- Meetings between staff take place to make sure all information is passed on.

When a child transitions from pre-school:

- St Gregory's works closely with local pre-schools and we have a transition programme in place which allows for lots of visits to school for children and pre-school/ home visits. We also actively encourage pre-school staff to visit our setting. In the summer term, we arrange regular sessions for children from the Jungle Hut Pre-school, adjoining our school site, to visit, sometimes to share books in the library and other times to use facilities, especially in the EYFS area. This also allows them to become familiar with school staff and for staff to become familiar with them as individuals.

When a child transitions to secondary school:

- Transfer reviews take place for all Year 6 children moving to Secondary School in the Summer term. All information is passed onto the school and meetings usually take place between the SENDCo, class teacher and staff from secondary school. Additional visits are organised if it is felt this would benefit the child.
- We work with the Mental Health in School's Team who offer transition sessions with pupils, focusing on good strategies to support themselves when moving to secondary school.

How does the school contribute to the publication of the local authority's local offer?

This SEN information report outlines our offer of support for pupils with SEND. This forms part of Dorset's Local Offer which can be found at:

[SEND Local Offer - Dorset Council](#)