

Special educational needs (SEN) information report

St Martin's CE



ST MARTIN'S
CE Primary School

Approved by:

[Local Governing
Body]

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://primarysite-prod-sorted.s3.amazonaws.com/st-martins-ce-primary-school/UploadedDocument/a4820954-da5d-46cd-a672-937e4a18c792/st.martins-send-policy-november-2022.pdf>.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum Condition
	Speech and language difficulties
	Selective Mutism
	Developmental Language Disorder
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
	Global Development Delay
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Social communication difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENDCo is Kelly Higgins. She has been employed in this role at St Martin's for 1 year but has worked as a Resource Lead Teacher and SEN teacher previously. Miss Higgins is a qualified teacher, achieving the National Award in Special Educational Needs Co-ordination in 2022. She is accomplished in Sign Along and can deliver training within this area. On top of this, Miss Higgins is also a sensory practitioner and is able to create sensory profiles for groups/individuals..



Assistant SENCO

Our assistant SENDCo is Miriam Mohammadi.

Miss Mohammadi is passionate about improving outcomes for our most vulnerable children. She is currently working alongside the SENDCo to gain experience and will be completing her National Award in Special Educational Needs Co-ordination in the academic year 2023-2024.



Teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCo to meet the needs of pupils who have SEN. All teachers are also supported with CPD provided by the Trust Inclusion Manager, Katherine Wood. There are opportunities provided to engage with the Local Offer training opportunities and this is reviewed annually to support the needs of the pupils within the school and SRP.

Support Staff

We have a team of experienced support staff, including higher-level teaching assistants (HLTAs), who are trained to deliver SEN provision. We also have a learning mentor who supports pupils with social, emotional and mental health provision.

All permanent support staff are trained to deliver interventions such as PECS, Legotherapy and Attention Hillingdon and have access to external professionals to guide best practice wherever possible.

In the last academic year, our support staff have been trained in:

- Sensory profiling and creating sensory circuits and diets – use of OT room to support sensory circuits
- Safeguarding pupils with communication needs, particularly non-verbal pupils
- Colourful semantics

- On-sight word recognition
- 1:1 reading and how to maximise this time with each pupil
- Behaviour managements, with emphasis on Autism and ADHD – including preventative and de-escalation strategies and considering a PDA profile (Pathological Demand Avoidance)
- Augmentative and Alternative Communication (AAC)
- OPAL – risk assessing and health and safety
- Picture Exchange Communication
- AET framework and Engagement Model as assessment tools
- WIDGIT to support resourcing and adaptive curriculum
- TEACH baskets/systems
- Implementation and use of calm zones and zones of regulation
- Intensive interaction
- Pupil specific training for SALT and OT using advice from external professionals
- Sensory stories

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Stronger Families Hub and other LA-provided support services
- › Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should speak to is your child's teacher.

Please request a meeting with the class teacher through the school office, in person or via email. They will share your concerns with our SENCO, Kelly Higgins who will then be in touch.

You can also contact the SENDCo directly.
sendco@fraysacademytrust.org.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what has been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register. This will be reviewed annually, and support will be tailored to your child – this will not always look like 1:1 adult support.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will adapt their teaching and provision for the pupil to meet needs. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still not making the progress we expect, the teacher will raise concerns with the SENDCo, using our SEN concern form, and will contact you to discuss the possibility that your child has SEN or to request further information such as the last time the child had a hearing test to identify any potential barriers before assuming there is a SEN need.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

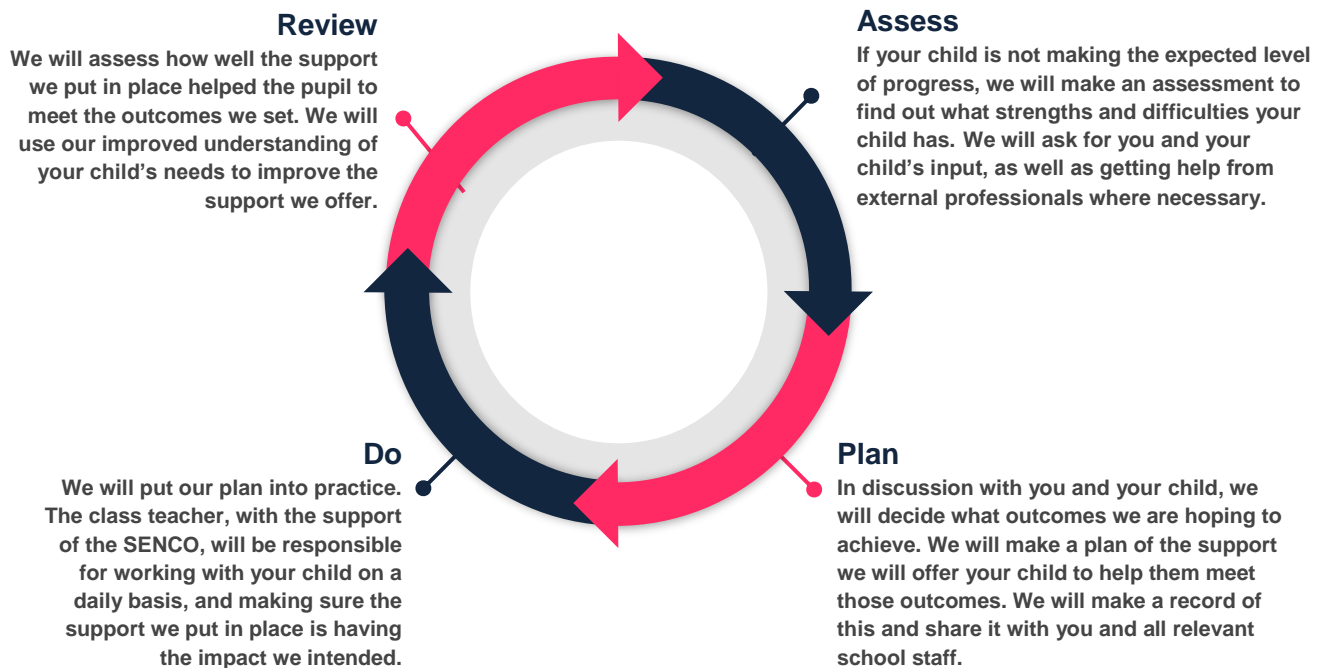
Using all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and you will be notified of this. If support over time is impactful, there is the possibility of your child being removed from the SEN register. You will be informed if this is the case.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly feedback on your child's progress and teachers will allocate additional time to meet with families where necessary and manageable. Where external professionals are involved, meetings will be arranged to discuss your child's progress and written reports provided where they feel it is appropriate.

Your child's class teacher will meet you at least three times per year to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support and clarification.

As a school, we know you are the expert when it comes to your child's needs and aspirations.

We want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for them.

We also want to hear from you as much as possible so we can build a better picture of how the SEN support we are providing is impacting your child outside the school setting.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that has been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

We may also facilitate a person-centred approach meeting to capture the views of your child (please see below)



8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class as outlined in the SEND Code of Practice.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it wherever possible, for example, by grouping, targeted 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing for groups and individuals
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Staff will support pupils on a 1-to-1 basis to deliver specific provision stated in Section F but not throughout the entire day unless stated so in Section F
- Staff will support pupils in small groups when gaps in learning have been identified or provision outlined in Section F requires this

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum Condition	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
		Colourful semantics
		PECs/ communication boards/Now and Next (AAC)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Dyslexic screeners Overlays Nessy Toe by Toe
	Moderate learning difficulties	Sensory stories See and Learn Downs approach to reading
	Severe learning difficulties	

Social, emotional and mental health	ADHD, ADD	Quiet workstation ELSA Art therapy Rock Steady
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Sign Along, visuals
	Visual impairment	Limited classroom stimuli
	Multi-sensory impairment	Sensory room OT Sensory circuits and personalised sensory diets
	Physical impairment	Physiotherapy Physical aids under the advice of external professionals

These interventions are part of our contribution to Hillingdon's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term against the framework most suited to the pupil's need
- Reviewing the impact of interventions ½ termly or when suitable for specific interventions e.g., Nessy reviews progress weekly
- Using pupil questionnaires
- Robust monitoring by the SENDCo including attendance to pupil progress meetings, observations and the effective deployment of support staff
- Using provision maps to measure progress and to ensure cost effectiveness of interventions
- Holding an annual review (if they have an education, health and care (EHC) plan) annually – early annual reviews may be called if there is a dramatic change in the needs of the child or there is a mutual decision between school and families (in accordance with school capacity and legal timelines)

10. How will the school resources be secured for my child, including Specialist Resource Provision?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support staff hours where possible and without causing detriment to others

- Further training for our staff in house and from external professionals
- External specialist expertise – there is often a school priority list for the limited resources available. This will be reviewed as and when pupil's needs change and thus please bear in mind your child will be seen as soon as possible and you will be updated throughout this process

Should this be the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. You may be asked to support this process with any relevant information held by the family regarding a pupil's needs. Decisions from the local authority will be shared with families. When mediations are timetabled within term times and working hours of our staff, we will try our best to attend when invited by families or the Local Authority. All funding decisions are made by the local authority not the school.

Specialist Resource Provision (SRP)

Whilst there is a specialist provision on our school site, these resources are not available for all pupils and spaces are allocated in partnership with the local authority dependent upon need and priority across the borough, not only within our school. If your child has an EHCP, you are entitled to express your preference for specialist provision. If all stakeholders agree this is necessary to meet the needs of the pupils, the local authority will consult with the school and take individual cases to panel where needed to make a final decision. You will be informed formally if the provision on your child's EHCP is to be amended to SRP instead of mainstream.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. However, unless stated within the pupil's EHCP, support staff are not available outside of the main school day. Therefore, clubs, including breakfast club, may be discussed on an individual basis depending upon pupil's needs. Wherever possible, support will be offered to support the pupil's engagement e.g., sharing a social story each day before their attendance within an extra-curricular activity.

All pupils are encouraged to go on our school trips, including our year 6 residential trip. We encourage parents to attend with pupils to share this experience (except for the residential trip) and provide additional support to increase the likelihood of success for the pupil/s. Where necessary, staff will liaise with providers of school trips to ensure adaptations are made wherever possible e.g., public transport or toileting facilities.

All pupils are encouraged to take part in sports day and adaptations are made to enable all pupils to access this event. We continue to embrace feedback to ensure this is an enjoyable and successful event for all stakeholders. The PE leader and external sport providers liaise with the SENDCo to ensure individual needs are supported.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The Trust Admissions Officer will make initial contact with our school to express interest from potential new families. Upon initial information gathering, it will be established if there is an additional need for a pupil and if applicable, what stage of the EHCP process they are undergoing. If pupils are on the SEN register, it is advised that the SENDCo will be in contact to arrange a telephone call or a tour/meeting. During these discussions, the SENDCo will determine what support may be needed to enable a successful transition and information gather regarding specific needs and provision to ensure expectations are managed and any essential provision is in place before the pupil's start date wherever possible. In the case that the pupil has an EHCP already in place, the SENDCo will offer a tour to better understand the pupil and discuss with the parent if our setting is most appropriate for their child. Parents will then be advised regarding the application process as these admissions should go through consultation between the local authority and our school. If our

school is legally named on the pupil's EHCP, the SENDCo will then be in contact to plan for transition and discuss what this needs to look like for individual pupils and families.

During consultation, oversubscription of pupils will not be the sole reason for not admitting a pupil. All information will be carefully considered to consider whether:

- › the school is unsuitable for the age, ability, aptitude or special educational needs of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others or efficient use of the Local Authority's resources (Paragraph 9.79).

13. How does the school support pupils with disabilities?

- › As a school, we have adapted our toileting facilities to enable pupils with a disability to use bathroom facilities upstairs and downstairs. As part of this, adjustable beds, handrails, and ceiling hoists have been fitted to support pupils and staff are experienced in manual handling and intimate care. In one bathroom, there are showering facilities accessible to all.
- › We continue to develop the use of accessibility software on electronic devices to enable pupils to access the curriculum with approaches such as dictation and translation.
- › Please find the link to our accessibility policy below:
 - <https://primarysite-prod-sorted.s3.amazonaws.com/st-martins-ce-primary-school/UploadedDocument/581b2eb8-6106-40e7-b1bc-0549aff4935e/st-martins-accessibility-policy-2022-25.pdf>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to be part of extra-curricular activities to promote teamwork/building friendships
- › We provide extra pastoral support for listening to the views of pupils with SEN by using a range of communication approaches to promote pupil voice in all pupils such as SignAlong, PECs and choosing boards
- › We run a nurture club for pupils who need extra support with social or emotional development
- › Pupils all have access to our OPAL approach to lunchtimes and playtimes
- › We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by regularly collecting pupil voice, analysing behaviour data to identify trends and approaching each situation on an individual basis when fact finding and identifying solutions
- › Raising awareness of mental health with awareness initiatives such as #HelloYellow
- › Raising awareness of all needs through other initiatives such as #AutismAwareness
- › Reasonably adjusting the behaviour policy to seek solutions and approaching situations in an innovative way to help educate the pupil and adapt their future behaviours
- › Identifying safe adults and safe spaces for pupils with significant mental health and emotional needs – gathered using pupil voice and shared with all staff for a consistent approach

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend the final meeting of the year when the pupil's SEN is discussed
- Provide a transition booklet, with photographs where possible, to share with children at home leading up to the new academic year
- Schedule lessons with the incoming teacher towards the end of the summer term when we feel this will be of benefit to the children
- Include incoming teachers within annual reviews where needed
- Handover of key information timetabled during CPD sessions to minimise 'information lost'
- Timetable early stakeholder meetings including the child where transition can be significantly challenging for the pupil

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will be obliged to share any safeguarding files held for your child – any information shared will only be shared if deemed essential and will be done so discretely and only shared with safeguarding staff from another school. This is also the case when children are transitioning to secondary school.

Where possible the SENDCO of the secondary school will arrange to come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Engaging in PSHE and RSE lessons whereby transitions and change are discussed
- Attend additional transition / taster days in their new setting where beneficial
- Additional support can be discussed on an individual basis
- SWITCH programme for identified children

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Hodis will work with Miss Higgins, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



17. What should I do if I have a complaint about my child's SEN support?

<https://primarysite-prod-sorted.s3.amazonaws.com/frays-academy-trust/UploadedDocument/b332d9fc-7c61-46f4-bc80-1a0968304e9c/complaints-policy-may-2023.pdf>

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy if a resolution cannot be reached at this stage.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Suspension
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Hillingdon's local offer. Hillingdon publishes information about the local offer on their website:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.hillingdonsendiass.co.uk/>

<https://www.sloughsendiass.org.uk/>

<https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/>

Local charities that offer information and support to families of children with SEND are:

Hillingdon Autistic Care and Support [Home | HACs Charity](#)

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCo** – the Special Educational Needs and Disability co-ordinator

- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages