

St Martha's SEN-D Information Report Policy

Updated February 2022

CMAT SEND Vision Statement

We are dedicated to the achievement of inclusion, equality and excellence in all we do. We cherish the trinity of child, parent and school in all we think, feel and do to ensure every child achieves their potential in the belief that God's love, peace, truth and joy is for all.

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with special needs (<https://www.norfolk.gov.uk/children-and-families/send-local-offer>). This report is reviewed annually and is next due to be reviewed September 2022.

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

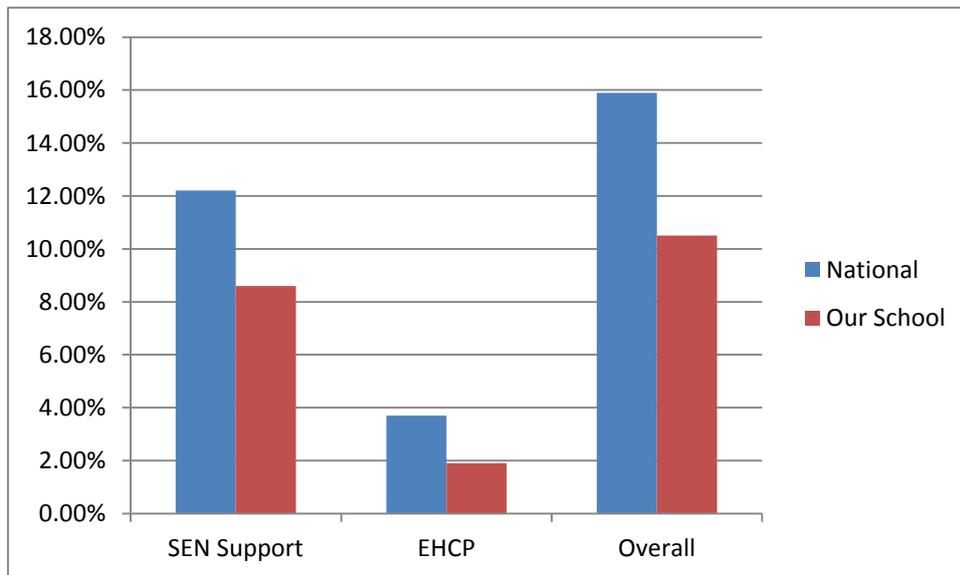
- Communication and interaction, for example, autistic spectrum disorder or speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy

When pupils are on the SEN record they have a primary need in one of these 4 areas, children very often come under more than one of these headings however the table below is based on the children's primary need in 2021-2022.

	Cognition and Learning	Communication and Interaction	Social, Emotional, mental health	Physical and/or sensory
No. of children 2021-2022	25	14	3	2

This table and graph shows the comparison between our school data and the national percentages.

	Our School percentage	National percentage
SEN Support	8.6%	12.2%
EHCP	1.9%	3.7%
Overall	10.5%	15.9%



At St Martha’s Primary School, we embrace how every child is different, and that all children are entitled to an education that is appropriate to their needs and allows them to fulfil their potential. If you have any concerns regarding your child’s progress or well-being, then please speak to your child’s class teacher or Mrs Odell our Special Educational Needs and Disability Co-ordinator (SENDCO).

Mrs Odell has 2 SENDCO days a week which is a Monday and a Tuesday, she can be contacted on 01553 774829 or by email: kodell2nrn@nsix.org.uk

If you would like to be part of our SEN Information page on Class Dojo, please let your child’s class teacher know.

Our SEN Team

Mrs Odell



SENDCO

Mrs Godfrey



Mental health champion

Mrs Tallon



SEN TA

Mrs Loosley



SEN TA

St Martha's Catholic Primary School can offer you:

- Someone to talk to; you can always speak to your child's class teacher, the SENDCo or the Head-teacher about any concerns you may have.
- A Spiritual, friendly, caring environment; we value social and emotional aspects of learning as much as academic aspects.
- Quality teaching; all our teachers work to a very high standard and are very aware of the need to ensure that all pupils, with or without special educational needs and disabilities be the best they can be.
- Well trained teachers and support staff; all staff have access to up to date training to meet the needs of individual pupils through the school budget and the multi academy trust funding mechanism accessed by the school and through support.
- Access to specialist services; we can refer children to the Speech and Language Therapist, Schools 2 schools support, Educational Psychologist, behaviour support learning support teacher, Autism Support Assistant, School Health, Occupational therapy and the Vision or Hearing Impaired Services amongst other specialists.

Identifying pupils with SEN and assessing their needs

When children start in our Reception class, they join from a number of nursery settings and the handover system endeavours to ensure that we receive any information on their development so far, and any information on a special need or disability already identified by parents or health workers. If this is the case, we attempt to meet with everyone involved before the child starts school to make sure their transition to school is as smooth as possible.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

English Interventions

Sound discovery group

Toe by Toe

Handwriting

Word Wasp

Dyslexia Gold

Catch up Literacy

Spelling shed

Elklan Speech Therapy

Time to Talk

Autism friendly classrooms

Handwriting

One to one support

Mental health

Rainbows bereavement

ELSA (emotional literacy support assistant) support

Nurture groups

Wellbeing hour

PATHS

Physical and/or sensory

Sensory circuits

Sensory room

Maths Interventions

Plus one

Power of 2

Catch up Numeracy

One to one support

Numicon

For some learners we may want to seek advice from specialist teams. This is to ensure that we are putting the best support in place for the child. We have access to various specialist services.

These include:

- Speech and Language Therapist
- Educational Psychologist
- Autism Support Assistant
- School Health including the School Nurse
- Occupational therapy
- Vision or Hearing Impaired Services
- Sensory Support
- Schools 2 Schools service
- Specialist Support Teacher
- Virtual School

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If a child is on our SEN Record then they will have an 'MP3' in place. Notes of these early discussions will be added to the pupil's MP3. We also have termly meetings with the parents when their child has an MP3 or EHCP to make sure that targets are updated and worked towards.

Each term we complete a child voice activity, this may be a questionnaire, a picnic in the playground or a chat with their class teacher. We also complete regular 'check ins' with parents and complete sections of the MP3 termly to ensure they are aware and happy with the provision and targets in place.

Support for learners

If a learner is identified as requiring SEN support, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the school's whole school Provision Map, which documents the support that is currently in place. We modify the provision map regularly and it changes every year, as our learners and their needs change. The children are aware of their intervention and the reasons as to why they take part in them and are now given an intervention invitation. Children are also given the opportunity to comment on their strengths and targets in their MP3 meetings. Various strategies are used to adapt access to the curriculum including visual timetables, i-pads, computers, ICT support, and positive behaviour reward systems.

The Graduated Approach

When providing support that is "additional to" or "different from" we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do – providing the support – extra assistance for learning – as set out in the plan

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teachers, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Assessing your child

Your child will be monitored, observed and assessed to get the whole picture of them. The assessments used depend on the child's age and can include:

- Foundation Stage Profile/ Development Matters
- ELKLAN assessment tool
- Phonics check
- High and medium frequency word checklists
- The British Picture Vocabulary Scale
- Diagnostic Reading analysis.
- Talk Boost assessment tool
- Single word reading and spelling
- The Boxall profile
- TALC (Blank Levels)
- Norfolk Assessment Pathway
- Sandwell Maths Assessment

How we find out if this effective:

Our monitoring process is an integral part of teaching and leadership at our school. Parents/ carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Four times throughout the year, the children on our SEN record complete certain tests. This is to show how much progress a child is making over the year and also to determine if an intervention is effective. Jane Tallon, Nicky Godfrey and Jan Loosely complete our testing.

We use our test results to show us the area of need and the barrier to learning for each child. If a child has a low Single Word Spelling result then we know they need interventions to support their spelling, for example, toe by toe, word wasp, dyslexia gold and/or Nessy.

If a learner has an Education Health and Care Plan (EHC plan) the same termly review conversations take place but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that your child receives high quality provision. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

Identifying children with a Special Educational Need or Disability

As a parent, you may have concerns about your child, or staff in school may have noticed some of these is the case the sooner we talk the better.



If you are concerned come and see us - we can always find a convenient time to see you. If we are concerned we will talk to you. It's amazing how many problems can be sorted out at this stage!



School may carry out observations and/or assessments to get a clearer picture of your child. We will talk to you and decide together if we need to take further action.



If we do need to take further action, the class teacher along with the SENCO and yourselves, will decide on a plan with specific targets to work on. This could include special resources and support. This plan will normally be in place for one term.



After one term, we will meet with you for a review to see if the plan is working. If the process is still not working, further adjustments will be made and we may put your child on the special educational needs and disability (SEND) register. Your child will then have a progress plan (MP3) and we will set specific, achievable targets to make sure your child is making progress and can take part in all areas of school life. Sometimes we need to ask for outside agencies to work with us. If you are one of the specialist services mentioned earlier you will always be asked before we involve them.



If, in exceptional circumstances, your child still does not make enough progress, we may have to ask the Local Authority for an Education Health and Care Plan (EHC Plan).

additional support for your child. We always try to help parents at every stage but you can also get advice from Norfolk Parent Partnership, Woodside Road, Norwich, NR7 9QL Tel: 01603 704070 or you can contact parent.partnership@norfolk.go.uk

Equal Opportunities for all pupils

All staff at St Martha's Catholic Primary School recognise the importance of the Equality Act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/contents>). This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make 'reasonable adjustments' to ensure equal opportunities.

The Equality Act 2010 definition of disability is:

" A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities ."

Section 1 (1) Disability Discrimination Act 1995

<https://www.legislation.gov.uk/ukpga/1995/50/contents>

Our school is committed to making reasonable adjustments to ensure participation of all children, including those with SEN-D, within the curriculum and with extra-curricular activities.

How will my child be included to extra-curricular activities?

At St Martha's Primary School we believe all learners are entitled to the same extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for the activity. Please contact us if your child has any specific requirements for extra-curricular activities.

Identifying Needs at Phase Transition Points

When your child is about to join the Reception class, the class teacher arranges visits to the pre-school where your child attends, prior to joining our school, in order to meet your child. The setting staff will talk to the class teacher and share any information regarding any SEND or other issues.

In addition to this, your child will visit the Reception class to get used to the new adults in their life and the new surroundings, prior to the start of the school year.

Children are assessed from their first term in Reception and will now complete the new baseline assessments set out by government guidelines. If any child has particular issues we put a plan in place to give any extra support that may be needed and the class teacher will

talk with Mrs Odell (SENDCO) to see if there is any additional support or any referrals that are necessary. In October/November term we have meetings with parents after school to give you information about their first term and to answer any questions you may have and again in March.

For transfer to secondary school all children spend some time at their new school, and children with SEN or a disability will be given extra days to meet their particular needs and to meet support staff. Our teachers meet with the staff from each secondary school to discuss any particular issues. Any children on the SEND Record will have a review in the summer term before they leave where they can meet and talk to Secondary school staff. Both parents and the child will have the opportunity to discuss any concerns. Future plans for all SEND students' will be made with the advice and support of trained and informed staff at their secondary school or educational setting.

Expertise and training of staff

Mrs Odell (SENDCO) was new to role last year and has taken part and passed the masters accredited National Award for SEN Coordination and a new to role course. We also make sure our staff are up to date with training to help and support all our pupils. This may include:

- Autism Awareness/Social Story Training
- School 2 School programme
- Intimate Care Training
- Phonics training
- Bereavement counselling
- Epilepsy training
- Attachment Awareness
- Norfolk STEPs
- Behaviour Management Training
- Epi-pen Training
- ELKLAN (speech therapy) training
- First Aid Training
- Mental health first aid
- Speech, Language and Communication Needs Framework

- An introduction to speech, language and communication

How will my child's social and emotional development be supported?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PATHS curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- ASD nurture groups
- Lunch time and play time support / play partners
- Nurture sessions
- 1:1 support
- Talking through drawing
- Access external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents.

There are various opportunities for pupils to have a voice on decision making in the school.

Funding

When children's needs are viewed as exceptional their needs are met within our own school budget, which includes money from our St John the Baptist multi academy trust, through money dedicated to SEN. This may be used for equipment, resources, training for staff, specialist advice and support, or some direct adult support for a pair or group of children with the same need, or support for an individual child. We are also able to apply for top up funding from Norfolk County Council to support the requirements of the children with the highest needs.

Legislation

This Information report is in conjunction with:

- Children's and Family Act 2014 - https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf
- Special Educational Needs and Disability Regulations - <https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>
- SEN Code of Practice 2015 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Complaints procedure

Our complaints policy is on our school website.

Information on Norfolk's Local Offer can be found on the Norfolk website:-

<http://www.norfolk.gov.uk>

Norfolk County Council

County Hall

Martineau Lane

Norwich

Norfolk NR1 2DH Tel: **0344 800 8020** Email us: information@norfolk.gov.uk

Useful Contacts relating to SEND

Helen Bowman who work in the school office can be contacted by email at the address: office@st-marthas.norfolk.sch.uk or by phone on 01553 774829. They will be able to put you in contact with the following people:

Head teacher and DSL	Hayley Pink
SENDCO	Katy Odell
CaMHS Coordinator	Hayley Pink