

# Special Educational Needs (SEN) Information Report

St Martha's Catholic Primary School



<b>Approved by:</b>	Rachel Edwards	<b>Date:</b> 20.10.23
---------------------	----------------	-----------------------

<b>Last reviewed on:</b>	October 2023
--------------------------	--------------

<b>Next review due by:</b>	September 2024
----------------------------	----------------

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, please read our school SEND policy.

You can find it on our website <https://www.st-marthas.norfolk.sch.uk/page/?title=SEND+Whole+School+Policy&pid=206>.

Alternatively you can request a copy of the policy by contacting the school office on 01553 774829 or emailing our school office [office@st-marthas.norfolk.sch.uk](mailto:office@st-marthas.norfolk.sch.uk).

**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
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

	<b>Our School (April 2023)</b>	<b>Our School (September 2023)</b>	<b>Nationally</b>
<b>EHCP</b>	<b>2.4%</b>	2.9%	<b>4.3%</b>
<b>SEN Support</b>	<b>7.6%</b>	7.7%	<b>13%</b>
<b>Overall</b>	<b>10%</b>	10.8%	<b>17.3%</b>

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

The SEND team at St Martha's is run by two SENCOs; Mrs Odell and Mrs Shine. Mrs Odell is an experienced SENCO and teacher with a background in both mainstream schools and specialist settings. Mrs Odell has been a qualified SENCO for 4 years and has completed her NASENCO qualification. Mrs Odell is currently on maternity leave and will be returning in December 2023. Mrs Shine is a qualified teacher and registered Paediatric Speech and Language Therapist, having completed her MSc in Speech and Language Therapy. She has over 15 years experience working in both mainstream and specialist settings with children with a range of conditions such as Autism, Down Syndrome and Global Developmental Delay. Our team is supported by Mrs Tallon, who has many years experience, working in schools with children with special educational needs.

She is specifically trained in speech and language interventions and is trained to run our school Nurture provision.

### **Our Special Educational Needs Co-ordinator (SENCO)**

Our SENCO is Mrs Shine and Mrs Odell (currently one on leave until January 2024). You can contact our SEN team via our dedicated SENCO email [senco@st-marthas.norfolk.sch.uk](mailto:senco@st-marthas.norfolk.sch.uk). You can also contact our SENCO by phoning our school number 01553 774829 and requesting to speak with our SENCO. If Mrs Shine is unavailable you may be asked to leave a message so that she can contact you. You may need to share some details of your query or concern with our school office team.

Mrs Shine is allocated two days a week to manage SEN provision and Inclusion across St Martha's. She will always endeavour to respond to emails in a timely manner.

### **Class Teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Our teaching staff most recently, have received additional training in trauma and attachment and in Speech, Language and Communication.

### **Teaching assistants (TAs)**

We have a team of 23 TAs, who are trained to deliver SEN provision.

A number of our teaching assistants are also trained to deliver interventions such as Attention Autism, Intensive Interaction, Talk Boost and Early Boost, Elklan, Nurture and Lego Therapy.

### **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
- Education welfare officers
- Social services 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
<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>You can contact your child's class teacher via email or Class Dojo. You can also arrange a meeting with them if you would like a meeting to discuss your concerns.</p> <p>They will pass the message on to our SENCO, Mrs Shine who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly via email. <a href="mailto:senco@st-marthas.norfolk.sch.uk">senco@st-marthas.norfolk.sch.uk</a></p>	<p>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.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>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.</p>

### 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 aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind or not making expected progress, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill the gap. As a school we hold half termly pupil progress meetings which help to identify pupils who may have undiagnosed SEN needs. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO 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 SENCO 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.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you and your child's class teacher to create a SEN support plan for them.

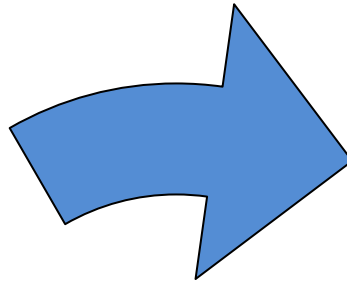
### 5. How will the school measure my child's progress?

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**.

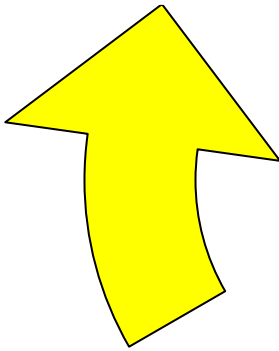
### **Review**

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we put in place.



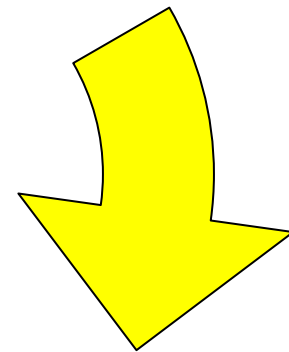
### **Assess**

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you as well as getting help from external professionals where necessary



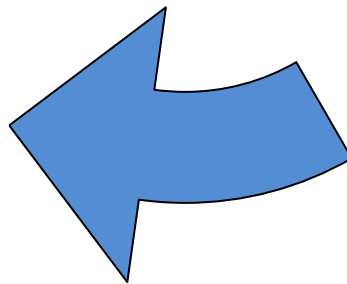
### **Do**

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.



### **Plan**

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.



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 reports on your child's progress.

Your child's class teacher will meet you termly, 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 SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

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

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 have 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. You child's class teacher can be contacted through Class Dojo or via email.

## 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 2 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.

## 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.

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 differentiate (or 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:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, small group work, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays or backgrounds, dyslexia friendly fonts, visual timetables, larger font, etc.
- Teaching assistants and your child's class teacher will support pupils in small groups to help scaffold their learning when needed.
- Teaching assistants will provide support on a 1:1 basis when this is needed, as a school we want to encourage as much independence as possible for our children and strive to ensure every child receives the support they need at the right time.

We may also provide the following interventions:

<b>AREA OF NEED</b>	<b>CONDITION</b>	<b>HOW WE SUPPORT</b>
<b>Communication and interaction</b>	Autism spectrum disorder	Visual Timetables Now and next boards Individual workstations PECS Attention Autism Intensive Interaction Social Stories
	Speech and language difficulties	Talk Boost Early Boost Nuffield Early Language Intervention (NELI) Time to Talk Pre-teaching of vocabulary. Communication boards, cards and books. Speech and Language sessions
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia  Moderate learning difficulties  Severe learning difficulties	Dyslexia Gold Handwriting Interventions Toe by Toe Word Wasp Plus 1 Power of 2 Pre Teaching of Vocabulary Spelling Shed Bug Club Phonics
<b>Social, emotional and mental health</b>	ADHD, ADD Adverse childhood experiences and/or mental health issues	Sensory Circuits and Sensory Breaks Nurture Sessions Zones of Regulation



<b>Sensory and/or physical</b>	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment	Sensory Circuits Wobble cushions Sensory activities
--------------------------------	--	---

## 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.
- Reviewing the impact of interventions at termly intervals.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan).

## 10. How will the school resources be secured for my child?

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

- Extra equipment or facilities.
- More teaching assistant hours.
- Further training for our staff.
- External specialist expertise.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If extra funding is needed we will seek it from our local authority by making an application for extra funding. The LA will then decide on how much extra funding we will receive to help support your child in school.

## 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, school sports day and school visits are available to all of our pupils. All pupils are encouraged to attend our school trips, including our residential trip to Kingswood. If you have any concerns about your child attending a school outing or residential, contact your child's class teacher via Class Dojo to schedule a meeting so that any worries can be discussed and a resolution can be found. Sometimes pupils at St Martha's are attending Special Resource Bases. We can liaise with the SRB your child is attending so that arrangements can be made.

At St Martha's we have wrap around care on offer, provided by Premier Education. This before and after school club is not by St Martha's staff but does take place using our school facilities. If you have a child with an EHCP and you would like them to attend the wrap around care you will need to contact Premier Education directly. Staff at Premier Education will liaise with you directly discussing any adjustments that might need to be made.

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

At St Martha's Catholic Primary School we welcome all children with special educational needs and disabilities. The governing body is the admissions authority and has responsibility for admissions to this school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round<sup>1</sup>. The governing body has set its admission number at 60 pupils to be admitted to the reception year in the school year which begins in September. Children with an Education, Health and Care Plan (EHCP) that names the school will be admitted.

## **13. How does the school support pupils with medical needs and disabilities?**

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The school fully complies with the DfE guidance on Supporting Children with Medical Conditions. For school trips we always complete a full risk assessment to ensure the safety of children attending. We may ask you to join us on our school outing to help support your child.

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

We recognise that some children have emotional and social needs that need to be developed and nurtured. All classes have timetabled weekly RSHE sessions. We also as a school have a daily Pupil of the Day, this gives children a chance to complement each other and themselves and develop their self-confidence and learn how to show kindness to others. We also as a school use Zones of Regulation in our weekly PSHE and RSHE sessions alongside lessons from LifeWise. However, for those children who find aspects of this difficult we offer additional support:

- Social awareness games and activities
- Nurture groups
- Lunch time and play time support with peers who are playground leaders.
- Play therapy
- 1:1 support
- Access external agencies and professionals and follow their advice.

## **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:

---

<sup>1</sup> This is for admission to the school at the start of the school year in September and not for applications made in-year

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed.
- Schedule lessons with the incoming teacher towards the end of the summer term.
- Where needed we provide social stories and photographs of their new classroom to pupils so that they can familiarise themselves with staff and the classroom environment.
- We can invite children in the day before school begins to visit their new classroom and teacher. This approach often helps with children who are anxious as it allows them the chance to see where they will sit and ask any questions the day before.

### **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.

### **Between phases**

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 (SENDSCO) 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.

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

Mrs Shine is our designated teacher for looked-after children and previously looked-after children. Mrs Shine works with our staff 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. The progress of looked-after and previously looked-after children with SEN is primarily monitored by class teacher and classroom/support staff. We use whole school assessment practice (PIXL assessments) and teacher-led judgement. This is overseen by Senior Leadership Team, the SENCO and Subject Leaders. 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?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy. You can find a copy of all of our policies on our school website. If you are not satisfied with the school's response, you can escalate the complaint.

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

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

External agencies are also available to offer advice and support: Disagreement Resolution Service, which are statutory services commissioned by the LA, to provide a quick and non-adversarial way of resolving disagreements between parents/carers of the child and those providing their education. Telephone: [03330062835](tel:03330062835) or email: [senmediation@kids.org.uk](mailto:senmediation@kids.org.uk)

SENDIASS Norfolk – The Send Partnership: <https://www.norfolksendpartnershiass.org.uk/>

Have your say: Feedback from this SEN Information Report and Policy is welcome. This report declares our annual offer to children with SEN but to be effective, it needs the views of parents, children, staff and governors, so please engage with this process by contacting us!

Norfolk Education Authority [www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

Parent Partnership [www.dfe.gov.uk](http://www.dfe.gov.uk)

Short Stay Schools [www.theshortstayschoolfornorfolk.co.uk](http://www.theshortstayschoolfornorfolk.co.uk)

SEND Partnership [www.norfolksendpartnershiass.org.uk/](http://www.norfolksendpartnershiass.org.uk/)

SEND Local Offer [www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer)

## 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
- **SENCO** – the special educational needs 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