

# St Mary's First School

## SEN Information Report 2024/25



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<p>1. What kinds of Special Educational Needs are provided for at St Mary's First School?</p>	<p>At St Mary's First School we provide support for pupils across the 4 areas of need as laid out in the <b>SEN</b> Code of Practice 2014 :</p> <ul style="list-style-type: none"> <li>✓ Communication and interaction - speech and language difficulties, ASD (autistic spectrum difficulties)</li> <li>✓ Cognition and learning - Specific learning difficulties - dyslexia, dyspraxia and Moderate learning difficulties</li> <li>✓ Social, emotional and mental health difficulties - ADHD (attention deficit hyperactivity disorder) and attachment disorder</li> <li>✓ Sensory, medical and physical needs -hearing impairment, vision impairment, sensory processing difficulties</li> </ul>
<p>2. What are the school's policies for identification and assessment of pupils with SEN?</p>	<p>Our assessment policy outlines the range of assessments regularly used in school. If, despite interventions, a child is making <b>significantly</b> slower progress than that of their peers starting at the same baseline or the child fails to match their previous rate of progress a child will be placed on the <b>SEN</b> register after discussion with the parents/carers and appropriate agencies.</p> <p>Pupils who are identified as having <b>SEN</b>, have their needs assessed through :</p> <ul style="list-style-type: none"> <li>✓ Feedback from teaching staff and observations;</li> <li>✓ Progress data, Year 1 Phonic screening, <b>KS1</b> results and baseline assessments;</li> <li>✓ Assessment, reports and reviews from external agencies.</li> </ul>
<p>3. What are the school's policies for making provision for children with SEN whether or not they have Education Health and Care Plans? a )How do we evaluate the effectiveness of provision for children with SEN?</p>	<p>Children are assessed at the start and end of an intervention to indicate progress that has been achieved. Children not making progress, despite quality first teaching and interventions, are discussed during progress meetings. Children of concern are discussed in Senior Leadership meetings. Actions are then planned for the following term.</p>

b) What are the arrangements for assessment and reviewing the progress of children with SEN?	<p>Progress of <b>SEN</b> children will be discussed by the class teacher and Headteacher during pupil progress meetings held each term.</p> <ul style="list-style-type: none"> <li>✓ Use of attainment and progress data for children with SEN as part of whole school tracking of children's progress in terms of Age Related Expectations (ARE) each term</li> <li>✓ Targets on a child's <b>pupil passports</b> are reviewed and shared with parents each term.</li> <li>✓ Use of pupil/parent interviews/questionnaires</li> <li>✓ Children under Speech and Language/<b>SENSS</b> are reviewed by the service</li> </ul> <p>Children holding an <b>EHC</b> Plan will have an annual review, where a representative from all agencies involved with that child will be invited, interim reviews will be held if deemed necessary.</p>
c) What is our approach to teaching pupils with SEN	<p>Provision for <b>SEN</b> pupils includes :</p> <ul style="list-style-type: none"> <li>✓ Quality first teaching, with appropriate adaptation in place;</li> <li>✓ Alternative ways of recording their ideas (laptops, photographs, talk tins);</li> <li>✓ Extra adult support in classrooms where appropriate;</li> <li>✓ Time limited interventions programmes;</li> <li>✓ Personalised provision through adapted resources and interventions;</li> <li>✓ Advice from external agencies (enlarging print, coloured overlays, position of children in the classroom etc.).</li> </ul>
d) How do we adapt the curriculum and learning environment?	<p>The school always acts upon advice received from external agencies. Ways in which we adapt could be but is not limited to</p> <ul style="list-style-type: none"> <li>✓ Instructions broken into small steps;</li> <li>✓ Visual prompts</li> <li>✓ Use of concrete resources</li> <li>✓ Work scaffolded,</li> <li>✓ Word cards and mats provided</li> <li>✓ Positioning of children with hearing and vision difficulties within the classroom and use of aids as recommended;</li> <li>✓ Use of laptops;</li> <li>✓ Use of sensory breaks, sensory cushions.</li> <li>✓ Environments are structured to avoid cognitive overload</li> </ul>
e) What additional support for learning is available for children with SEN?	<p>Each class has a dedicated <b>TA</b> that supports children in lessons and runs interventions for that class. We also have <b>TAs</b> that run specialist interventions for children across all ranges in the school. Where appropriate, resources and equipment are provided to assist children access the curriculum. Where the level of need is significantly high in a class, we have specialist SEN TA's working alongside the class team for periods throughout the school day.</p>

f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?	All extra curricular clubs, Breakfast Club and Stay and Play are available for all our children. A two night Residential trip is offered to all children in Year 4
g) What support is available for improving the emotional and social development of children with SEN?	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>✓ An anti-bullying policy with contributions from all members of the school community;</li> <li>✓ The SCARF <b>PSHE</b> programme of work followed by all classes;</li> <li>✓ <a href="#">Hamish and Milo</a> (social, emotional &amp; mental health programmes)</li> <li>✓ Sensory group;</li> <li>✓ Outdoor learning intervention (Forest School);</li> <li>✓ Two trained <b>ELSA</b>. They support individual children with programmes such as friendship issues, anger management, self-esteem building;</li> </ul>
5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?	<ul style="list-style-type: none"> <li>✓ SENCo has <b>SENCo</b> qualification (Diplomas Masters Ph.d);</li> <li>✓ TAs trained to deliver a range of interventions, Little Wandle Rapid catch up, Precision teaching;</li> <li>✓ Individual training re: Speech and Language, ADHD, ASD, PDA, Attachment awareness, specific learning difficulties, Lego therapy. Hamish &amp; Milo</li> </ul> <p>Specialist expertise engaged from external services - <b>SENSs</b>, specialist teachers, educational psychologist (during EHCP process), outreach from local special school, hearing and vision support service, school nurse.</p>
6. How is equipment and facilities to support children with SEN secured?	<ul style="list-style-type: none"> <li>✓ Discussion during Senior Leadership meetings</li> <li>✓ Discussion with specialist agencies during planning meetings</li> <li>✓ Through discussion with parents;</li> <li>✓ Through discussion with teachers.</li> </ul> <p>Our school's Accessibility Plan (available on the website) outlines adaptations that can be made to the building to meet particular needs, if they arise.</p>
7. What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?	<p>We have a parent consultation evening each term to discuss the progress of all children, where targets and provision maps will be shared. Teachers are available before and after school to discuss small concerns. The teacher will feed this back to the <b>SENCo</b> and a meeting can be arranged if needed. If a child is in need of an intervention, parents will be informed either through a letter or meeting. For some interventions, the TA running the group will offer an opportunity to discuss the programme with parents. Please get in contact if there are any concerns or questions regarding interventions and how you can support your child.</p>

8. What are the arrangements for consulting children with SEN about and involving them in their education?	Children on our <b>SEN</b> register are asked about what they think they are good at or need to work on in school. This will be performed in a way appropriate to the child and recorded on their provision map. For any child with an <b>EHC</b> Plan, during the Annual Review, the child is invited to attend, choose some music and share some of their work.
9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning provision made at school?	It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our complaint procedure can be found on the school website. If you have a complaint, please first talk to your child's teacher. - If you feel it is still unresolved please speak to the SENCo and then the Head Teacher. If the matter remains unresolved please contact our Chair of Governors (Lyn Paine)
10. How does the Governing Body involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils?	External support services play an important part in helping the school identify, assess and make provision for pupils with <b>SEN</b> . The school is supported by Educational Psychologist (Aysha Vanderman), <b>SENSS</b> (Madeline Preston), Speech and Language Service (Abbey Williams), Hearing Support Service (Jemma O'Rourke) and Vision Support Service (Christopher Marshall - Principal advisory teacher). The school maintains links with child health services, children's social care services and education welfare services to ensure that all information is considered when making provision for SEN children. Our School Nurses (Emma Symes) can offer support with medical needs. Get in contact with our PSA Karen Bennett if you would like support from this team.
11. What are the contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with section 32.	Parent Support Advisor - Karen Bennett (kbennett@stmarysfirstschool.org) Link worker from Dorchester Early Help Hub - Susie Frampton (Susie.Frampton@dorsetcouncil.gov.uk) Dorset SENDIASS SEND Information, Advice and Support Service for Dorchester. <a href="mailto:dorset.sendiass@family-action.org.uk">dorset.sendiass@family-action.org.uk</a> Tel: 01305 595477 Dorset Parent Carer Council (run by parents of children with disabilities) - 07827 793 244 <a href="mailto:dpcc@dorsetparentcarercouncil.co.uk">dpcc@dorsetparentcarercouncil.co.uk</a>
12. What are the contact details of support services for supporting children with SEN in transferring between phases of education?	We have a transition programme in place for the move from Preschool with regular visits to the school and visits to the home. There is a learning transition mentor, Clare Hudson, who works between St Mary's and St Osmund's middle school. (chudson@stosmunds.dorset.sch.uk) We have transfer meetings to pass on information/paperwork about SEND children with our local preschool and middle school prior to their move.
13. Where is the Local Authority's Local offer published?	<a href="#">Dorset local offer</a> : This is available from our website.

## Glossary

EHC plan	Education, Health and Care plan
ELSA	Emotional Literacy Support Assistant
IEP	Individual Education Plan
KS1	Key Stage 1 (Year 1-2)
KS2	Key Stage 2 (Year 3-6)
Provision map	A document that shows the provision that a child is receiving
PSHE	Personal Social and Health Education.
SEN	Special Educational Need
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SENSS	Special Educational Needs Support Service
TA	Teaching Assistant