

# St. Mary's Church of England Primary School

## SEN REPORT

*The writing of this school report has involved consultation with  
Governors and parents.*

### **Who do I contact at St. Mary's if I think my child may have additional needs?**

Your child's teacher is always the best and first person you should speak to. They will know most about your child's progress and needs. If you or the teacher thinks your child may have additional needs, he/she and or you can talk to our Special Educational Needs Coordinator (SENCO). Every school has a named SENCO whose role it is to ensure children with additional needs make as much progress as possible and reach his/her full potential.

### **Who is the school's Special Educational Needs Coordinator (SENCO)?**

Stephanie Gee is the school SENCO.  
Her contact details are as follows:

St. Mary's CE Primary School  
School Lane  
Askham Richard  
YO23 3PD  
Email: [stmarys.primary@york.gov.uk](mailto:stmarys.primary@york.gov.uk)

### **How does St. Mary's CE Primary School know if children need extra help?**

SEN provision at St. Mary's is centred around early intervention, for children who may have any of the following needs:

- Communication and interaction needs: for example, children who have difficulties following instructions, learning new words, pronouncing sounds or putting sentences together.
- Sensory and physical needs: for example, hearing or sight difficulties or difficulties with coordination or mobility.
- Cognitive and learning needs: for example, children who have significant or specific difficulties with spelling, reading, writing or maths.
- Social, emotional and mental health needs: for example, autistic spectrum condition, ADHD, anxieties or higher-level behavioural difficulties.

Every child from Reception to Year Six in school is tracked for progress and attainment three times per year. This highlights children who are not achieving expected progress or attainment. These children may be referred internally to the SENCO for observation and assessment.

If interventions do not meet the needs of the children, external referrals may be made, to a range of professionals for advice and support (with parental permission):-

- a speech and language therapist (SALT)
- the local authority teacher for physical needs
- educational psychologist

- wellbeing worker
- behaviour support teacher
- teacher for the deaf
- teacher for the visually impaired
- specialist teacher for autism
- advisory teacher for complex needs

### **How will I know how St. Mary's supports my child?**

The teacher is always the best person to explain how your child's learning experiences are differentiated in the classroom to meet his or her needs. Sometimes interventions are used, for children of all ages. This is where a national programme or one designed by staff in school, is planned and taught to individual children or small groups. It is usually time limited with the child's ability assessed before and after the interventions. They are implemented by teachers or teaching assistants (funded through SEN and pupil premium funding) and monitored by the SENCO. They may include:

<b>EMOTIONAL WELL-BEING</b>	<b>ACADEMIC PROGRESS</b>
ELSA	SALT
Chill Out Club	Phonics
Resilience training	Writing Interventions
	Talk Boost
	Numicon Maths
	Rapid Read
	Reading Interventions

### **How does St. Mary's assess and review the progress of children with special educational needs?**

- Individual Education Plans (IEPs), My Support Plans (MSPs) and Education and Health Care Plans (EHCPs) detailing targets for children's progress are written three times per year (annually for EHCPs) and shared with parents/carers in face to face meetings wherever possible.
- Monitoring of children's progress (tracking) is undertaken formally three times per year and shared with parents/carers at parents'/carers' evenings twice a year. Progress is shared with children continuously with detailed marking and feedback given to children regularly in their books or verbally.
- Pre and post intervention assessments are undertaken and analysed.
- Every child in Year One who does not pass the phonics screening becomes part of a phonics intervention in Year Two and sometimes into Year Three and Four, depending on need.

## **How will the school prepare and support my child when joining St. Mary's, or transferring to a new class, setting or secondary school?**

- Transition programmes are used at the end of each academic year, to include photographs, social stories and visits if these are deemed helpful.
- Some Year Six pupils are invited to attend extra visits to secondary schools, sometimes accompanied by the SENCO or class teacher.
- There is a transfer of records and other communication between schools prior to pupils leaving or joining St. Mary's.
- The SENCO will meet parents/carers whose child may have additional needs before their child begins school.
- Enhanced and personalised transition programmes will be created for individual pupils.
- Staff will visit other settings to gain vital information about a pupil.
- We liaise with other agencies where involved.
- The SENCO will meet the SENCO or Head of Year at the future secondary school to discuss a child's needs.

## **What is our approach to teaching young people with additional or special educational needs?**

We believe wholeheartedly in inclusion, using flexible and adaptable teaching which responds immediately to children's learning and thus meets all children's needs at all points of their lessons. We believe in teaching in many different ways to suit different children's learning styles.

## **How do we adapt the curriculum and learning environment for pupils with additional or special educational needs?**

- Both the way the day is structured and how individual lessons are structured, are tailored to individual's needs, for example chunking of learning within lessons.
- Differentiation is paramount, making learning accessible yet challenging to all learners.
- Learning Walls are used with stimulating displays to encourage questioning and discussion.
- Use of electronic aids are available for some children.
- Specialist equipment is made available where appropriate.

## **What additional support for learning is available for a child with additional or special educational needs?**

- Extra playtimes
- Emotional Literacy Support Assistant (ELSA)
- Wellbeing Worker input
- Mid-day Supervisors
- Interventions
- Personalised timetables

- Chill Club at lunchtime
- Extra-curricular clubs are available and we try to ensure all children have access to them.

### **Are there any specialist staff at St. Mary's and how are they trained?**

Our SENCO is currently working towards the NASENCO Award – a national award required for all SENCOs to achieve within three years of taking up the post. St. Mary's has a trained ELSA (Emotional Literacy Support Assistant) to deliver group interventions to develop children's self-esteem and peer relationships. Regular training for all staff is being implemented. This training is delivered by the SENCO or specialist staff and this year will include: Wellbeing Worker – Emotional Literacy training; Specialist Autism teacher – Autism Awareness; SENCO – Speech, Language and Communication.

### **How do you secure equipment and facilities to support children with additional or special educational needs?**

We follow recommendations from specialist teachers who make suggestions for equipment or facilities to help individual children. We use special educational needs (SEN) funding for this equipment, occasionally supplemented by the local authority.

### **What support is available for improving the social and emotional development of a child with additional or special educational needs?**

- We ensure that all children have equal access to our full range of extra-curricular activities
- Extra playtimes are provided for children who benefit from extra socialisation
- Interventions such as ELSA (see above)
- Chill Club at lunchtime

### **How does the governing body or proprietor involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of CYP with additional or special educational needs?**

We have one governor for special educational needs and inclusion. They meet regularly with the SENCO and suggest and/or recommend other services that would enhance the education of all children in school.

### **How do you communicate with parents of children with additional or special educational needs about provision and education?**

- At St. Mary's we operate an open-door policy
- Parents' evenings are held twice a year
- Review meetings are offered to parents three times per year
- Parents' views are sought through termly meetings with the SENCO
- The views of all parents are sought through annual parent surveys

## **What are your arrangements for talking to children and including them in their education?**

We talk to pupils who have undertaken an intervention at the end of such intervention. They complete a pupil voice at this point. Pupils are invited to their termly review meetings if it is deemed appropriate. The SENCO talks to a range of pupils regularly, about many different aspects of their learning and school life. An annual pupil survey is completed by all children and their views are reported to Governors. Governors also talk to pupils.

## **How do you evaluate the effectiveness of your provision for children with additional or special educational needs?**

We assess the progress of each pupil three times a year, in reading, writing and maths. The impact of interventions is judged through the comparison of assessments undertaken before and after the intervention. We also measure the impact of the child's progress through targets achieved in their IEP. Observations of children in interventions and in general class situations are undertaken by various members of the leadership team and by outside agencies where appropriate. The SENCO may assess children individually or and/or in small groups.

## **What should I do if I want to complain about something relating to my child?**

The complaints procedure is available on the school's website.

## **The local authority also publishes a local offer which can be found at:-**

[www.yor-ok.org.uk/localoffer](http://www.yor-ok.org.uk/localoffer)

## **How can I contact support services available for me and my child?**

The school's SENCO will be able to suggest or recommend different agencies that can offer help and support, making referrals on behalf of a family where possible. This table shows a number of professionals available to support our children:

<b>NAME</b>	<b>ROLE</b>	<b>LOCATION</b>
Vicky Wall	Wellbeing Worker	West Offices, CYC
Alison Walker	Educational Psychologist (EP)	West Offices, CYC
Louise Nasir	Speech and Language Therapist (SALT)	Tadcaster Clinic
Emma Sharpe	Medical Needs Teacher	West Offices, CYC
Abi Hall	Teacher for the visually impaired	West Offices, CYC
Carolyn Roberts	Autistic Specialist Teacher (ASC)	West Offices, CYC

Stephanie Gee (Special Educational Needs Coordinator)

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