

St Martin's CE (Aided) Primary School
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Special Educational Needs Information Report

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Signed:

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St Martin's CE (Aided) Primary School

Our School Vision

An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make our world a better place.

Special Educational Needs (Information) Regulations Clause 65 **Special Educational Needs Information Report**

All pupils at St Martin's CE (Aided) Primary School are equally valued, regardless of whether they differ from their peers academically, physically, socially or emotionally. Our philosophy is to enable and encourage all pupils to have access to an inclusive, well-balanced and broad-based curriculum and to achieve their potential in a happy, secure and caring environment.

At St. Martin's CE (Aided) Primary School, inclusive practice is characterised by the school's Christian tradition, which not only respects but also welcomes diversity. We welcome visits to the school when parents/carers are making decisions about their child's education and liaise with previous schools and pre-school settings to facilitate the transition process. We actively develop partnerships between pupils, parents/carers, education practitioners and specialist service staff to give children the best possible education and a secure foundation for life.

Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities. Inclusive practice at St. Martin's CE (Aided) Primary School is based on two core principles:

- Equality – all pupils should be equally valued regardless of their abilities, circumstances or behaviour;
- Entitlement – everyone is entitled to a broad, balanced and relevant education.

What should I do if I think my child may have special educational needs?

At St Martin's CE (Aided) Primary School, we understand the importance of working closely with parents/carers and welcome open and honest dialogue about any aspects of your child's development. Your child's class teacher is usually the first point of contact for any concerns you may have about your child's education or wellbeing. They will listen to your concerns and agree with you the next steps towards identifying and making any necessary provision for your child.

This may involve working with the SENCo and support agencies external to school, for example Speech and Language Service, Educational Psychology Service, Primary Behaviour Support, CAMHs, health.

You may also contact the Headteacher about any matters concerning your child's education.

How does the school know if my child needs extra help?

At St Martin's CE (Aided) Primary School, children are identified as having SEN through a variety of ways including the following:

- liaison with previous educational settings;
- liaison with parents/carers where concerns have been raised;
- liaison with support agencies external to school where concerns have been raised with these agencies outside school;
- concerns raised by classroom staff in any area of learning or personal development;
- concerns raised at pupil progress meetings where a child is not making expected academic progress;
- routine diagnostic testing including dyslexia screening in Year R;
- additional diagnostic testing, for example reading and spelling ages, undertaken if concerns are raised about an individual child;
- outcomes of routine target and intervention provision.

Once a child is identified as having a special educational need, he/she is included on our Special Educational Needs

Register which is reviewed termly by teachers and the SENCo. We also operate an early identification system so that children who do not meet the national criteria for inclusion on the register have their additional needs provided for and monitored.

If a child's education or wellbeing gives significant cause for concern, a request for statutory assessment is made by the school to the Local Education Authority.

How is the decision made about the type and amount of support my child will receive?

The governing body is responsible for allocating funds from the schools' delegated budgets to support children with special educational needs.

The Headteacher is responsible for ensuring provision is made for children with special educational needs within the budget available. We recognise that children with special educational needs will need different types and levels of support to achieve their potential while they are at school and that these needs may change over time.

Support is targeted to ensure children can access the curriculum and make expected progress in their learning. This support may take the form of:

- target and intervention work delivered in small groups by learning support assistants;
- specific support programmes such as speech and language, motor skills and nurture-based programmes, delivered by learning support assistants, in small groups or individually;
- small group support in the classroom setting, delivered by the class teacher or learning support assistant;
- 1:1 support where a child's need is complex.

How will the curriculum match my child's needs?

At St Martin's we ensure the curriculum matches your child's needs through:

- high quality inclusive teaching and learning in all classrooms which includes learning opportunities matched to the needs of all children;
- deployment of Learning Support Assistants;
- provision of Wave 2 interventions through target and intervention groups;
- provision of Wave 3 interventions through individual programmes to meet a child's specific need;
- taking advice from education practitioners and specialist service staff where appropriate and needed.

How will I know how my child is doing?

St Martin's has an 'open door' policy for meeting with parents/carers.

If you have any concerns about your child's education or wellbeing at any time, you are always welcome in school. Class teachers may not be able to see you immediately, but will do their best to make an appointment within the next few days at a convenient time.

Parents/carers can make an appointment to speak to the SENCo or the Headteacher at any time, by liaising with the relevant person, or with the School Office.

We hold parental consultation meetings in the autumn and spring terms and, in the summer term, we provide an Annual Report, alongside the opportunity to meet with the class teacher if requested.

How do you encourage parents/carers to be involved in their child's education?

At St. Martin's, partnership with parents/carers is seen as essential. We believe that a positive relationship with parents/carers has a beneficial impact on a pupil's progress and enjoyment in school. Our principles for effective partnership are:

- to understand that parents/carers know their children and their needs;
- to involve parents/carers from the earliest stage of concern;
- to keep parents/carers informed at all times;

- to encourage parents/carers to keep us informed at all times;
- to discuss and agree on the ways in which parents/carers could support their child at home and to establish an effective system for regular home/school liaison;
- to support parents/carers to be actively involved in their child's education;
- to develop opportunities to for parents/carers to be involved in the life of the school;
- to hold parents' evenings regularly and to report to all parents/carers at least annually;
- to assure parents/carers of confidentiality at all times.

How will my child be able to contribute their views?

Pupil Voice has a high priority at St Martin's, and we value and celebrate each child's right to express their views on all aspects of school life. Children are encouraged to offer their opinions through:

- class charters;
- whole school leadership roles such as School Councils, School Ambassadors, Stewards of God's Earth Group, Worship Team;
- regular pupil conferencing;
- Personal Learning Plan (PLP) and Personal Support Plan (PSP) targets;
- annual pupil surveys;
- talking to trusted adults in school.

If your child has a Transition Partnership Agreement (TPA), an Education Plan for Adopted Children (EPAC) or an Education Health and Care Plan (EHCP), their views will be sought before review meetings.

How will the school staff support my child's learning?

Teachers have a responsibility to consider individual needs for all the children in their class to enable all to access the curriculum. In the classroom, teachers provide carefully matched learning opportunities for children, including those with special educational needs. To enable the learning of all children, teachers make appropriate and reasonable adaptations or modifications, where necessary, in line with the SEN Code of Practice. A range of strategies will be considered and used where appropriate to provide an inclusive learning environment, including:

- adaptations to the physical environment;
- provision of aids for example writing slopes, headphones, pencil grips;
- tailored adult support;
- differentiation of the curriculum by task, expectations or outcome.

In the classroom, teachers continuously use their professional knowledge and expertise to provide support for all children where it is needed, including those with special educational needs.

The school provides target and intervention programmes, run by Learning Support Assistants, matched to individual pupil need.

Individual support may be provided by a Learning Support Assistant outside the classroom for children with a specific special educational need such as speech and language, motor skills, social and emotional development.

When necessary, the school will request advice from other professionals and outside agencies to support us in meeting a child's particular special educational needs.

What expertise or training do the staff supporting children with SEN have?

The SENCo regularly updates teaching and learning support staff with new initiatives and policy related to SEN and organises other training as required.

What specialist services are available or accessed by the school?

Specialist support services play an important role in helping the school make appropriate provision for children with SEN. We request support from an outside agency if, after a period of assessment and intervention, a medical problem, learning difficulty or social, emotional, or behavioural difficulty still remains. For some children joining the school, advice may be sought prior to the child starting the school.

Specialist advice can be sought from various health professionals; school nurse, paediatric specialists, speech and language therapists and occupational therapists or the Child and Adolescent Mental Health Service (CAMHS).

In Hampshire, we can also seek advice from Educational Psychologists, Specialist Teacher Advisors, the Primary Behaviour Support Team and Special School Outreach Teachers.

In West Berkshire we can also seek advice from the Emotional Health Academy.

From time-to-time the school may also seek training from other outside agencies or specialists within Hampshire or West Berkshire.

What support will there be for my child's overall wellbeing?

We are an inclusive school and provide for the holistic development of all children. The class teachers have overall responsibility for the pastoral, medical and social/emotional care of every child in their class. The school supports the wellbeing of all children through:

- regular Wellbeing Time;
- opportunities to visit Denzel, our trained therapy dog through Pets As Therapy;
- as a Church school, an understanding of spirituality and regular opportunities for prayer;
- opportunities for children to talk to trusted adults at all times.

If further support is required, the class teacher will liaise with the SENCo or Headteacher for further advice and guidance. The Headteacher and SENCo, in liaison with parents/carers, will make a decision about the level and nature of support needed. This may take the form of:

- ELSA (Emotional Literacy Support Assistant) sessions;
- inclusion in a social skills group;
- more regular sessions with Denzel our therapy dog;
- liaison with support agencies external to school, for example Primary Behaviour Support Service (PBS), Child and Adolescent Mental Health Service (CAMHS), health professionals such as the school nurse;
- family support, provided by the Hampshire Early Help Hub (EHH).

The school has a policy regarding the administration and managing of medicines – available on the website.

Parents/carers must contact the admin office if medication is recommended by health professionals to be taken during the school day. The relevant paperwork must be completed before the school can undertake the administration of any medicines. Staff have regular training as well as updates, where necessary, of conditions and medication affecting individual children. Where personal or intimate care is needed for an individual, care plans are drawn up in liaison with health professionals and parents/carers.

As a school, we have a positive approach to behaviour management, through a system that is clear and consistent across the school – please see our Behaviour Policy, available on our website. If a child's emotional needs are communicated through challenging behaviours, a Personal Support Plan will be produced, in liaison with the child, parents/carers and classroom staff and the SENCo. This will be reviewed on a regular basis to ensure support and provision meets the child's needs. Where necessary, we will seek advice and support from external agencies, including Primary Behaviour Support (PBS), Educational Psychologists or other specialist support services.

We believe it is vital that children attend school regularly and arrive on time, to ensure they access the full curriculum and learning opportunities are not missed. Attendance and punctuality is monitored closely and any concerns are discussed with parents/carers when necessary.

How will my child be included in activities outside the school classroom, including school trips?

Our aim is to include all children in all school activities during and outside of the school day, including those with special educational needs. Where required and possible, we will make all necessary adjustments in order to include all children.

If our risk assessment of an activity highlights concerns about a child's behaviour and/or needs which may put the child, other children or the adults involved at risk, this will be discussed with parents/carers. Where necessary, alternative arrangements will be made for your child, for that specific activity.

How will the school prepare my child to join the school or transfer to a new setting or stage of education?

If children join us at the start of Reception as part of the normal admissions round, there are comprehensive induction procedures for both children and parents/carers. For parents/carers of children with special educational needs, there may be additional transition meetings with parents, previous educational setting(s) and support agencies, if any are involved.

If children join us part way through the school year, or join a year group outside of Year R, induction procedures are matched to the need of the family and, where we are admitting a child with special educational needs, we will follow the procedures outlined above.

When our Year 6 children transfer to secondary school, we have comprehensive transition procedures in place, including liaison with receiving educational settings. If a child with special educational needs requires additional transition meetings or visits, or a Transition Partnership Agreement, we will ensure this happens.

How accessible is the school, both indoors and outdoors?

As an inclusive school, wherever possible, adjustments are made to ensure any child or adult with a disability is able to access school activities, together with the whole school community.

Access to the school is by the main gate leading from the road. The path is flat, accessible to all and leads down a slope into the playground area. There is a further ramp up from the playground, for wheelchairs, leading into the school. The school classrooms, both in the main building and in the annexe, are on one level. There is a disabled toilet in both areas.

Within the classroom, additional resources will be provided to enable pupils to access the curriculum. These may include individual visual timetables, coloured overlays for reading, pencil grips or adapted pens/pencils, adapted scissors, wobble cushions, weighted blankets, writing slopes, individual work stations, rest breaks, exercise breaks and extra time for specific interventions, as well as a range of other individualised resources. We may also seek advice from and utilise resources from the specialist teacher advisors and other professionals.

Children with English as an additional language are supported through liaison with the Ethnic Minority and Traveller Achievement Service (EMTAS).

How are parents/carers involved in the school and how can I get involved?

We actively encourage parents/carers to become involved in the life of the school and we work in partnership with parents/carers in the best interests of the children.

All parents/carers are automatically members of our School Association and can join the committee, if places are available and they wish to do so.

The school welcomes parent/carer volunteers in a variety of roles within school; accompanying us on school trips and nature walks, helping with classroom activities such as reading, art, cooking and computing or joining groups with a particular theme, such as gardening.

We invite parents/carers to attend parental consultations twice a year.

We encourage parents/carers to support their child's learning at home through our homework policy. For children with special educational needs, homework can be differentiated and matched to the child's need if needed, through liaison with parents/carers and agreed by the class teacher/SENCo.

Parents/carers are involved in meetings and reviews with support agencies external to school.

Parents/carers are involved in reviews of Personal Learning Plans (PLP), Personal Support Plans (PSP), Transition Partnership Agreements (TPA), Education Plans for Adopted Children (EPAC) or Education Health and Care Plans (EHCP).

A school Facebook closed group for parents/carers shares exiting news and reminders/updates with parents/carers.

How will I know how the school provides for children with SEN?

There are clear policies and procedures in place to ensure appropriate provision for all children. The Governing Body is responsible for monitoring these policies and procedures. This is carried out through regular Headteacher reports, regular monitoring visits to the school and focussed pupil conferencing. The outcomes of these monitoring activities are reported at Full Governing Body meetings, minutes of which are available through the school office.

How does the school respond to concerns about the provision made for my child?

If parents/carers wish to discuss a matter about their child's special educational needs, the first point of contact is the class teacher.

Concerns can also be raised directly with the SENCo or Headteacher.

If the matter cannot be resolved, parents/carers may follow the procedure outlined in the school's Complaints Policy, which is available on our website. At all stages, the aim is to resolve any issue as quickly as possible.

Parents/carers may also contact Support for SEND:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

or the Independent Parental Special Education Advice (IPSEA):

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

Where can I get further information about services for my child?

Further information can be found by accessing Hampshire's Local Offer site.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>