



SEND Information Report

September 2024

This policy is underpinned by our school mission and values:

Mission:

Nurturing our God-Given Talents

Values:

Respect

Resilience

Truth

Faith

Love

Mercy

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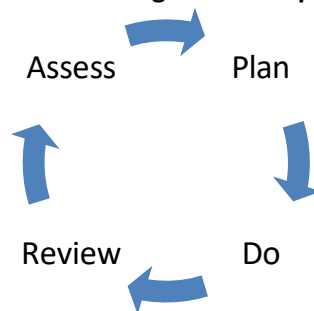
Dedicated SEN time: Monday - Thursday

Local Offer Contribution: SEND documents on the school website

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess:

- Class teacher
- SENCO
- Outside Agencies

**Plan:**

- Class teacher
- SENCO – IEP
- Parent meetings with SENCO – class teacher
- Pupil Progress meetings : Headteachers – Assistant Head – SENCO – Class teacher
- TAC meetings

Do:

- Class Teachers / teaching assistants
- SENCO
- SENCO – referrals
- Parents
- Child

Review:

- Class Teacher / SENCO
- SENCO / Parents / Child
- Headteachers/ Deputy/ SENCO – Pupil Progress meetings
- SENCO / Class Teacher / Outside Agencies

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

St Mary's has one session per week of SALT provision. The SALT will work with individuals and small groups and will advise class teachers and teaching assistants. They will also provide the relevant resources and work with the SENCO to review and plan for students.

We also have ASD Outreach who will provide a service for our children with autism who have social communication/interaction difficulties.

Teachers/ teaching assistants and the SENCO work with the agencies to provide the best support for our children with these difficulties.

Children are supported in small groups or individually to help alleviate these barriers to their learning.

We have specific intervention groups run by teaching assistants and the Speech and Language therapists.

Cognition and learning

St Mary's has a team of teachers and teaching assistants to help support children with these difficulties. The educational psychologist will advise staff.



Children may be referred to the community paediatrician for further assessment and advice.

Greenwich STEPS (Support Team for Education in Primary Schools) provide assessment for dyslexia / literacy and numeracy difficulties. They will provide specific programmes for children and will monitor/ review regularly.

2. Social, emotional and mental health

Children with social communication needs will be supported to work within small groups. They may be referred to the Speech and Language therapist depending on the severity of their need.

Children with emotional needs will be mentored within the classroom by the class team. If we believe that they need further support we will involve the learning mentor. The learning mentor helps children with emotional needs and regulation.

If we believe that a child is suffering with mental health issues we will monitor them first by observing them daily. They may be referred to CAMHS if further help is required.

3. Sensory and/or physical needs

Children with sensory needs can be taken to the sensory room. This enables them to have some quiet time and provides a calm environment. Some children have sensory circuit programmes.

Any children with physical needs are well cared for at St Mary's. There are appropriate facilities on the lower floor and we have a lift should they need to travel to the second floor. We work with outside agencies such as physiotherapists and the Greenwich MOVE Team and ensure their recommendations are carried out in school.

As of 25th September 2024, we have 51 children receiving some form of SEN Support; 10 of these children have an Education, Health Care Plans (EHCP). All children are being monitored for SEN by the class teacher and the SENCO.

We have internal processes to monitor and review the quality of provision and assessment of need.

These include: -

- Three pupil progress meetings per year. Pupil Progress meetings give the teachers the opportunity to highlight children of concern or those excelling. The headteachers, assessment manager and SENCO decide upon the most appropriate provision for the next term and the SENCO will update Provision Maps and monitor relevant adjustments to support.
- Each teacher makes an assessment of the children in their class every half term. Assessment Data is input into our Target Tracker system six times per year. This data is analysed by the Senior Leadership Team and pupil progress is monitored throughout the school.
- Individual Education Plan reviews occur twice a year. The SENCO meets with the teachers and then the parents to review and update targets.



- Outside agencies visit the school to ensure children are working on their targets, they will review and set new targets. Targets are discussed with the relevant teachers and teaching assistants. Resources are provided to help with specific targets. The SENCO will liaise with both teachers and agencies to ensure all targets are current.
- SENCO keeps a register of needs and the latest provision for all our SEND children. The register is updated as adjustments to interventions/provision takes place.

Consulting with children, young people and their parents

Parents are always welcome to make an appointment to meet with the class teacher and/or SENCO to discuss concerns regarding the progress of their child. We involve parents and children in dialogue which is central to our approach and we do this through:-

Action/Event	Who's involved	Frequency
Parent's consultation meetings or reports	Teacher/Parents	3 x per year
IEP reviews	SENCO/ Teacher/ Parents Children and teaching assistants	2 x per year
Annual Reviews	SENCO / Parents / Children / Outside Agencies	Once per year
TAC Meetings	SENCO / Parents / Children / Outside Agencies	When needed / requested

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We have 23 teaching assistants that work in a supporting role in classes across the school from nursery age to Year 6. The teaching assistants provide extra support to teachers with all aspects of the classroom environment. The teaching assistants have regular training and meet every half term with the Deputy Headteacher. They are invited to SEND staff training sessions.

Our Speech and Language therapist has provided training on inclusive communication in the classroom and regularly checks in with the SENCO, teachers and teaching assistants.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

We closely monitor children and young people's destination data. The SENCO works closely with nursery schools and secondary schools to provide the smoothest transition.

We also provide transition sessions and booklets for children moving between classes. They visit their new classes regularly to familiarise themselves.



Further development

Teachers and TAs receive regular training in matters arising from our SEND needs. We monitor and review training needed and involve our specialists in ongoing training and updating of skills. Our strategic plans for developing and enhancing SEND provision in our school next year include reducing the gap between our special needs children and their peers, particularly throughout KS2.

The SENCO receives training regularly and attends Network Meetings, Cluster meetings and other organised training provided by the Local Authority and other specific training sessions for information gathering and development. The SEN Governor also attends some training sessions together with the SENCO which enables further information to be gathered and passed on to the Governors.

Performance management and observation of teaching assistants takes place in the Autumn and Summer term to ensure good practice and maximum impact of our resources for SEND.

Relevant school policies underpinning this SEND Information Report include:

SEND Code of Practice, 2014

SEND Policy

SEND Intimate Care Policy

Supporting Pupils with Medical Care Information

Behaviour Policy

Accessibility Plan

SEND School's Offer

Link to Greenwich Local Offer

These policies can be found on the school's website under SEND Information.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005