



**St. Mary
Magdalene**
C of E Primary School



Sandwell
Metropolitan Borough Council

Love to learn, learn to love

St Mary Magdalene CE Primary SEND Information Report

Agreed by Governors	
To be reviewed	

Our School Vision

Learning to love, Loving to Learn	
Learning to love ourselves	Each person will be seen and valued as uniquely created in God's image, being supported by all to reveal and develop their unique God given gifts.
Learning to love each other	We strive daily to better understand what it is to love our neighbour, living together in an inclusive harmonious community.
Learning to love the world around us	Through our love of learning we seek to deepen everyone's enjoyment of the beauty of God's creation and our responsibility to care for it.
Learning to love God	All are invited to experience the love of God, that is offered to each and every one of us.

Hello and welcome to our Special Educational Needs and Disabilities Information Report.

My name is Sioned Lewis and I am the Special Educational Needs and Disabilities Coordinator (SENDCo). I work with children, teachers, parents and agencies to ensure that our pupil's individual needs are met. I am in school every day and can be contacted by telephone on 0121 588 2371 or by email at sioned.lewis@stmarymagdalene.sandwell.sch.uk

In this SEND information report, you will find information organised into three sections:

- **Open and Honest Communication**
- **Appropriate and Effective Teaching and**
- **Learning A Partnership Approach**

At St Mary Magdalene CE Primary School our vision for SEND children is ***“that we will be able to instil high aspirations for now and their future selves by having confidence in their own strengths and abilities. All children with SEND have a sense of belonging within our school community, which supports them to thrive and feel valued throughout their school life.”***

As a school, we work within the Sandwell guidance on provision for children with SEND in mainstream schools which explains the ways children with different additional needs are provided for. We offer a range of provision which supports children identified with:

- **Communication and Interaction Needs (including Speech and Language Difficulties and Autism)**
- **Cognition and Learning Difficulties (Including Specific Learning disabilities likely to impact upon reading, writing and maths)**
- **Social, Emotional and Mental Health Needs**
- **Sensory or Physical needs**

Open and Honest Communication

How do I speak to the class teacher or SENDCo if I have a concern about my child?

Possible questions:

- *If my child needs extra support, will I always be spoken to about this?*
- *How will the SENDCo ensure the necessary people know about my child's needs?*
- *How are staff trained to support the needs of my child?*
- *How will St Mary Magdalene CE Primary School provide good teaching and extra support, when needed, for my child?*

- *How is work set at the right level to make sure my child makes good progress?*
- *What types of learning resources are available for my child?*
- *What resources does St Mary Magdalene offer if my child has significant social and/or communication needs?*
- *What support is available if my child needs support with managing behaviour or dealing with social situations?*
- *How will I be involved in all decisions and have my views listened to?*
- *How will St Mary Magdalene CE Primary School work with me to identify my child's needs?*
- *How will the SENDCo ask for my permission to involve other professionals to work with my child?*
- *How will I be given support in contacting organisations who can give me advice and support?*
- *How will my child be involved?*
- *Please feel free to ask – we are here to support your child and you in matters that may concern you.*

We will always encourage you to speak to your child's teacher first.

If you have a concern about your child, Miss Lewis is available to speak to you. Miss Lewis works every day in school. However, sometimes she may be busy in meetings or teaching her class. If this is the case, you can do the following:

- Speak to your child's class teacher or Phase Leader.
 - Make an appointment to see her or ask if she can telephone you.
 - You can also email her on: sioned.lewis@stmarymagdalene.sandwell.sch.uk or nursery@st-marymagdalene.sandwell.sch.uk
 - We hold regular termly parents' meetings and termly progress reports so that you can find out how your child is doing in school. This is in addition to the termly learning plan reviews that we will discuss with you. We will make all the information we need to share with you clear and easy to understand.
- You can read our Inclusion Policy available in our SEND section of the school website. The policy explains how we identify and assess children who we think might have special educational needs.
- Our Governing Body has a governor who is responsible for Special Educational Needs.
- What happens if there is a concern about progress? There is a graduated response when responding to your child's needs...
- *Teacher/parent raises concerns regarding less than expected progress following universal support.*
 - *Teacher will implement strategies from our school's pathway for SEND documents and give these strategies at least two weeks to embed.*
 - *Staff in class can then make a referral to Miss Lewis via our internal referral forms, if these strategies were not effective.*
 - *Miss Lewis will come and observe your child in class and discuss with the teacher about the support already in place.*
 - *The Class Teacher and Miss Lewis will meet to produce a plan of targeted support in school. This is called a "Learning Plan". This will always be shared with you and your input is welcomed and encouraged.*
 - *Provision is made. This will require input from teacher, pupil, parent and SENDCo. Provision does not always mean interventions outside of lessons, it can be support given within lessons through reasonable adjustments made.*

• *The impact of this provision (adjustments and/or interventions) is reviewed and new plans are made accordingly.*

If there are still concerns, then the SENDCo contacts external agencies for specialised support. We work with a lot of external agencies to help identify and support specific needs.

We are committed to supporting children with SEN and/or disabilities and work alongside professionals. These include;

Child Educational Psychologist, Speech and Language Therapists, specialist SEMH support teams, Counselling services, Therapy services, Advisory teachers, Complex Communication and Autism Team, and others if we feel it may benefit pupils.

The SENDCo, Miss Lewis, will make sure that all necessary school staff are aware of your child's needs. If your child has any additional needs a Learning plan will be agreed with yourself, class teacher and your child. If your child has medical needs, a Health Care Plan will be written and shared with you.

In some cases, risk assessments and behaviour support plans will be completed and agreed with you. Key members of staff have access to copies of these plans and risk assessments. The plans identify how your child should be helped to stay safe, succeed and make progress. Occasionally, your child's teacher may not be in class and this extra information is useful for the cover teacher.

If school thinks your child needs extra support, we will always talk to you about this. Your child's teacher will talk to you about the progress that has been made each term. If your child has individual targets, these will be discussed and reviewed regularly with you and your child. If your child has more complex needs, then we may review your child's progress and needs through an annual review with the child at the heart. This approach very much values the views of the child and the parents, as well as the school's.

Appropriate and Effective Teaching

How are staff trained to support the needs of my child?

All school staff receive appropriate training, so they have the knowledge and confidence to support children's needs. At St Mary Magdalene CE Primary School, we hold regular staff meetings and specific support sessions with staff. These are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes training is run by external specialists. Every year, we hold training days with all staff to continue our own professional development and ensure we are meeting the needs of all children. In addition to this our Enhanced Speech and Language therapist offers bespoke support to staff working with students who have Speech and Language targets (this support is also available to families.)

How will St Mary Magdalene CE Primary School provide good teaching and extra support, when needed, for my child?

High quality, personalised teaching starts in the classroom for all pupils. We use a range of approaches to reduce from the start, the number of children who need extra help with their learning or behaviour. We call this Quality First Teaching. Although we do our best to ensure that all children's needs are met as far as possible within the classroom, some pupils may need additional targeted catch-up support to help put them back on course. Others may go on to need deeper intervention, offering more personalised and specialised support if they are to make the progress expected of them. We provide this support through a range of interventions.

We identify the children by looking closely at their progress and what we can do to support this further. Following termly progress meetings, we will review and adapt interventions as appropriate. Take a look at the range of support strategies and interventions we are currently able to offer across school;

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Social Stories Attention Autism Curiosity Box COSST/colourful semantics Blank Level Questions Word webs Early Talk Boost Wellcomm Intensive Interaction Enhanced Speech therapist Aided Language Displays Communication books Makaton	Precision Teaching Stareway to Spelling Read between the lines 5 Minute Maths Box Alphabet Arc Sandwell Writing Intervention Repeated reading Sound Discovery Sound Linkage GAIN (Y1) Phonics 'Keep Up' Phonological Awareness	Talkabout Bricks Therapy 6 minute social skills Mindfulness Standing desks You Are Awesome Wellbeing check ins Reflexions KRUNCH Re-Direct 5 Point Scales	Sensory Circuits Staff trained to follow bespoke OT/PT programmes Fine motor sessions Write from the start Sound field Kinetic Letters

How is work set at the right level to make sure my child makes good progress?

Teaching and support staff accurately assess the standard that children are working at and differentiate the curriculum/adapt their teaching to meet all children's needs. Children are pro-actively involved in selecting their tasks based on whether they need a bit more practice or are reading for a challenge. Children are taught to use various scaffolds within lessons such as word mats, sentence strips or number lines in mathematics. In some instances, an individual and personalised curriculum is devised using Pre-Key Stage planning tools and the child's own priority targets, identified within their Education and Health Care Plan (EHCP.)

We use the following to support children with additional needs to become independent learners:

- Interventions
- One to one or group support
- Pastoral support
- Adapted tasks and resources

What types of learning resources are available for my child?

A range of resources are available across all learning areas to support children operating at different standards. Many strategies are suitable for whole class use

and benefit all learners (such as the use of technology within lessons, multi-ability grouping, retrieval techniques and the use of visual timetables). Where children require more individualised supports (such as the use of coloured overlays, fidget toys, communication aids, standing desks) this will be written into their Provision Map and recorded on the learning plan which is sent home termly. If you are aware of adaptations which may benefit your child within lessons, please do discuss these with your child's class teacher or with Miss Lewis as we welcome a partnership approach.

What resources does St Mary Magdalene CE Primary School offer if my child has significant social and/or communication needs?

Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs. We use visual timetables in all classrooms, so that children can better understand routines. These timetables are consistent across school through the use of the Communication In Print widget. This supports children who have difficulty with changes in routine. We work with the Complex Communication and Autism Team when necessary to support identified children. Members of the team visit to carry out observations, assess and offer advice on ways to support children with any complex communication difficulty. Copies of such resources are available for use at home and can be provided to families – please speak to Miss Lewis or your child's class teacher. Although our site is small we aim to make best use of our space to provide access to sensory and movement opportunities for those who need it. For children who require a quieter working environment or break-out teaching space, we have a small sensory room which is available to children across school.

What support is available if my child needs support with managing behaviour or dealing with social situations?

The school will provide support for children if they need help managing their own behaviour and/or to build up skills and confidence in dealing with social situations. We run social interaction and Lego therapy groups. These groups take place across the school and include children who can find social situations difficult and who may need additional emotional support. We use times during the day that can be flashpoints for these children to develop their understanding of social interaction. As a school, we provide children with opportunities to be involved in activities to help deal with new situations and confidence building such as offsite visits, residentials, and other self-esteem enhancing activities. We promote Spiritual, Moral, Social and Cultural development in all our pupils. The school makes links to these aspects of the curriculum through whole school worship, class worship, PE lessons, parent events, celebration assemblies and school trips. We may individualise our approach to behaviour management and support all students to be Ready, Respectful and Safe. This is consistent across the school. You can read our Behaviour Policy available in our policies section on the school website. The policy explains how we identify and assess children who we think might have behavioural, social and emotional needs. There are instances where children will have an individual behaviour plan agreed by class teacher, families, SENDCo and external agencies to support your child.

How will my child be supported to take part in trips?

All children are entitled to a broad and balanced curriculum and trips are no exception. In fact, we feel that trips offer our children some of the richest and most memorable learning experiences and should absolutely be attended by all. To ensure your child is safe and comfortable we plan trips carefully. Staff conduct pre-

visits to check accessibility and suitability of the venue. Risks are identified, assessed and planned for. Social stories are provided for some children to prepare them for the trip. A social story is an accessible text which includes pictures of the venue and explains what will happen throughout the child's day. Additional staff can be allocated to trips where needed. You will be notified of trips well in advance and are encouraged to raise concerns early so we can work together to ensure full participation for all pupils.

A Partnership Approach

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if you need this. School can support with Early Help and with CAMHS referrals.

Each child identified as having SEN has an Individual Learning Plan which is created by the class teacher, with the support of the SENDCo. This is shared with families termly and may include actions for caregivers which will support learning (such as reading with the child at home or completing speech programs at home.) The plan is reviewed at school and outcomes and next steps are also shared with families. We want to work with you to ensure the carefully chosen targets within the plan are met.

School works in partnership with many outside agencies. You will be consulted by the SENDCo if we feel outside support is necessary. When an outside agency works with your child, the content of the session/s is confidential and is only shared with parents, key professionals and the SENDCo. All reports from outside agencies are shared with you as soon as possible.

At St Mary Magdalene School we value the diversity of our school citizens and take great pride in raising awareness of, and celebrating, our differences. We take part in World Down Syndrome Day and Neurodiversity Week. We have also recently raised money for Young Minds, a charity which supports Mental Health of young people.

Additionally, we have close links with Reflexions a service which provides low intensity therapy for children struggling with low mood, anxiety, worries and sleep difficulties. In addition to supporting students, Reflexions can provide support to families.

When it is time for your child to move to the next phase of their education (e.g. Secondary School) they will be carefully supported through this transition. Additional visits to their next school may be arranged, social stories can be created and relevant information will be shared with their new teachers and SENDCo.

Targets relevant to moving up may be included in their Individual Learning Plan. We know this can feel like a big step for children and their families and we will work with you and your child to ensure they are ready, and well supported, as they progress through their educational journey.

The governing body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014. This means that the school governors hold the Head Teacher, Mrs Robinson, and the SENDCo, Miss Lewis to account. The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENDCo carry out their duties.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with special educational needs and disabilities (SEND) is published on the school website.

The information on the school website must be reviewed annually by the governing body. Please read our Inclusion and Behaviour Policies available in our policies section of the school website. The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND. The SEND governor meets regularly with the SENDCo and the SENDCo reports regularly to the governing body regarding the number of pupils with SEND and their additional needs.

The governing body regularly reviews both policy and the information published on the website to ensure it is up-to-date, parent and pupil friendly and in line with government policy and the Code of Practice.

Additional support is available for parents, carers and families from SENDIASS:

<https://www.sandwellsendiass.co.uk/>

Telephone: 0121 500 4010 Email:

SENDIASSEnquiries@actionforchildren.org.uk

SEND Journey

