



St Mary's Primary School, Bridport

Special Educational Needs and Disability (SEND) Information Report 2023-2024

Please see in conjunction with the SEND Policy

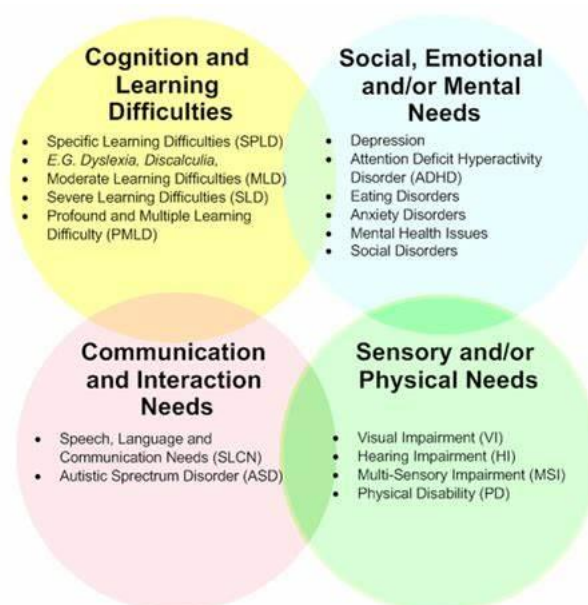
Our Inclusion Team:

- **Special Educational Needs Coordinator (SENCo) and Designated teacher for Children in Care:** Miss Natasha Wiscombe.
- **Specialist Inclusion Hub Teachers:** Mr Ivan Leadley (including SENCo role for Hub pupils) and Mr Sebastian Gawen
- **Senior Wellbeing Lead and Anti-bullying champion:** Mrs Sarah-Jayne Samuel (Deputy Head)

Contact: 01308 423016 – office@stmarybridport.dorset.sch.uk

The kinds of Special Educational Needs we provide for:

At St Mary's we plan and provide for all four of the broad areas of need outlined in the SEN Code of Practice 2014.



In many cases, children have needs across more than one of these areas and also, their needs may change over time. Our assessment processes ensure that a pupil's full range of needs are identified, including their primary need (the area requiring most support).

St Marys SEND profile of need

Percentage of children on our SEND register: 45%

Areas of SEND primary need	Number of pupils (%) on our SEND register September 2023
Cognition and learning need	20%
Communication and interaction need	61%
Social, emotional and mental health	18%
Sensory and/or physical need	0%

How we Identify children and young people with Special Educational Needs

The SEN Code of Practice (2014) gives the following explanation of SEN, and we use this to support our decision with placing a pupil on the SEN register:

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age. Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting.'

In deciding whether special educational provision is needed for a pupil, the class teacher and SENCo consider all historic and current information about the pupil's progress, learning attainment and areas requiring support. Where a pupil's progress is not as expected following a cycle of additional support or the pupil requires this level of support consistently to access the classroom or curriculum, a decision may be made to support the pupil at an SEN level. This is regularly reviewed, and it may be that pupils will not require this level of additional support throughout their time at school and will therefore be discharged from the SEN register.

Our arrangements for assessing and reviewing children and young people's progress towards outcomes. This includes how we work with parents and young people as part of this assessment and review.

The Graduated Approach

St Mary's follow the Graduated Approach. This is a four-stage cycle (Assess, Plan, Do, Review) used by educational settings at the universal, SEN support and EHCP levels of support.

- **Assess** - At St Mary's, we assess children's learning formally at specific points in the year (end of each term) however our class teachers will be evaluating progress on a daily basis. We use teacher assessment as well as different assessment tools to measure progress and to compare attainment against age related expectations. For children who are working significantly below age related expectations we use a tool which measures small steps of progress to ensure these are recognised. We can also determine if their attainment gaps are closing or widening.
- **Plan and Do** - The teacher and SENCO plan how to support the child. They consider what outcomes they want to achieve. They involve the child and their parents or carers and agree a review date. We follow a person-centred approach when planning support for pupils. This means preparing, supporting and encouraging children or young people to have as much choice and control over their own life as possible. We focus on the child or young person and think about their gifts and skills, as well as their needs. We use their voice and their families to plan next steps – targets and provision. The SENCO helps the class teacher support pupils with SEN. They think about the child's strengths and weaknesses and how best to help them. Where applicable, other professionals and services will also inform this stage.
- **Review** - Parents are invited to termly parent's evenings with the class teacher to discuss their child's progress and attainment. Where a teacher identifies that a student is not progressing as expected, they will be invited to a pupil progress meeting at an alternative time so that more time can be given to discuss any concerns and agree actions to support the child. If a child has a EHCP, parents are invited to attend their child's Annual Review. All professionals or other parties involved with the student contribute to the review. The students will take part in these meetings and will also be expected to contribute. External agencies may put together a programme for us to follow in school, these services usually have their own review process, which they share with the school and parents/ carers following their own time frames.

Provision maps

We use provision maps to record our graduated approach for each child. On these maps we record the aspirational long-term outcomes for the pupil, their short-term targets, the planned provision and/or learning strategies and a review section. Meetings with parents and other professionals are also recorded on this document, with a record of external services involvement.

At St Mary's we recognise the valuable role parents play in supporting their child's learning. Our school believes in developing a dialogue with parents or carers to support a child/young person's learning, needs and aspirations. Parents with children with SEN are invited to a minimum of three meetings a year to review progress and amend provision where necessary. We encourage pupils to be part of these meetings where appropriate. In cases where pupils do not join meetings, their views are shared via a simple form completed by them prior to the meeting. For children with an EHCP, they also complete a one-page profile (or pupil passport) which is updated at least biannually. Parents are encouraged to contact the school office to arrange a meeting outside of these set times if they need to discuss provision, progress or concerns at length. For day-to-day queries, teachers, the SENCo and other staff welcome pupils and parents at the

school gate each morning and are happy to take short messages or to offer in the moment support or advice.

Our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

St Mary's is committed to ensuring that parents have confidence in the arrangements for pupils on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that should be passed onto the next phase of education so that successful intervention, support strategies and learning experiences may be continued. The SENCo and class teachers are involved with regular exchange of information through:

- Advanced planning for pupils in year 6 transitioning to secondary school. This will be done through an Annual Review for pupils in Year 6 with an EHCP.
- Visits to/from pre-schools and secondary schools, including some enhanced arrangements arranged collaboratively with the two settings.
- Correspondence, liaison and meetings with SENCos. Referrals to outside services will be considered where required to support the transition.
- Meetings with pupils to gather their views and feelings, and with parents.
- Arranging taster sessions for pupils in their new schools.
- Transition booklets for moving internally between year groups and to timetable nurture sessions with new staff to build relationships.

Our approach to teaching children and young people with SEN and how we adapt the curriculum and the learning environment of children and young people with SEN

Levels of Support

St Mary's provides a broad and balanced curriculum for all children across the three different levels of support:

- **Universal support:** this is the level at which all children and young people receive high quality teaching through ordinarily available provision in our setting.
- **SEN support** is required for some children who need additional and different targeted support, with some specialist involvement.
- The third level of support is for children who need personalised support, with ongoing access to specialist provision. This support is documented in an **Education Health and Care Plan (EHCP)** following an assessment of need by our local authority.

Quality First Teaching for all

As qualified and experienced teachers, our teachers adapt and respond to the strengths and needs of all pupils. They:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

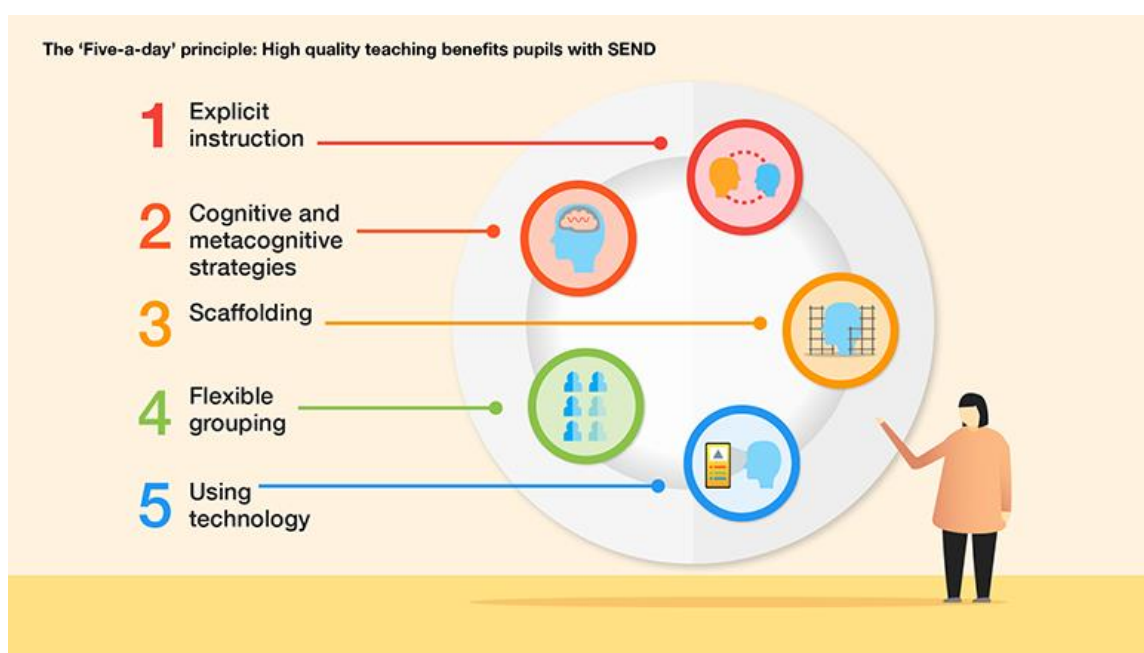
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Our teachers follow **Barak Rosenshine's *Principles of Instruction (2012)*** to support quality first teaching, focusing on developing pupils' recall of prior knowledge and skills, and applying this to new problems and learning experiences. The principles which our teachers follow are:

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Ask a large number of questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in weekly and monthly review.

Teaching and learning for pupils with SEN

If a child has special educational needs then they will need support that is 'additional to and different from' other children. In addition to high quality teaching, the class teacher will plan a range of appropriate strategies to support the child's learning. These strategies are used by all staff supporting the pupil. Alongside Rosenshine's 10 principles of instruction, our teachers use the '**Five-a-day-principle by the Education Endowment Foundation**'. The five specific approaches are particularly well-evidenced as having a positive impact. Teachers use these daily; flexibly, in response to individual needs.



The provision provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them using evidenced based interventions targeted at their areas of difficulty. Specialist equipment can be provided where required.

Our Inclusion Hub

The Inclusion Hub is led by two specialist teachers who formally support up to 14 children who experience significant communication and social interaction difficulties. The Hub teachers work closely with the mainstream staff and outside agency professionals to ensure that children access a broad and balanced curriculum and that barriers to learning and social inclusion are proactively addressed. The Hub teachers regularly observe and support in mainstream lessons to ensure that all the essential skills learnt within small group environments are transferred into the wider context of the mainstream classroom and beyond.

Interventions

Our Learning mentors (Teaching assistants) are trained in a range of interventions. Pupils may access these interventions where learning gaps have been identified by teachers and where their levels of attainment are not yet secure. Interventions are time limited and evidence based. Learning mentors follow a structured plan and liaise with class teachers to discuss progress and coverage. Entry and exit data is collected to measure their progress.

Accessibility

Diversity is valued and respected in our school. The school has an Accessibility Plan in place and all staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. The school is housed in a single, building which is wheelchair accessible and a disabled toilet facility is available. Careful attention is paid to keeping paths and corridors smooth and hazard free. Obstructions to free movement around the school are kept to a minimum. The school has many rooms adjusted with sound panels to support children with Hearing Impairment and a contrast audit and subsequent work has been completed to ensure the environment is suitable for visually impaired children.

Our expertise and training of staff to support children and young people with SEN, including how specialist expertise are secured

We have Teachers and TAs trained in the following areas:

Cognition and Learning

- Every Child Counts interventions for maths
- Every Child Counts interventions for writing
- Ruth Miskin Literacy phonics coaching and Fresh Start Phonics
- Reading fluency interventions
- Reading comprehension intervention (Inference)
- Specific learning difficulties (e.g. dyslexia, working memory, auditory processing)
- Precision Teaching
- Assistive Technology
- Forest School
- ADHD

Communication and Interaction

- Speech and Language training levels 1, 2 and 3.
- Social Stories
- SCERTS

- Early Birds course through TADSS
- Word Learning and vocabulary Skills
- Signalong
- Autism Spectrum Disorder
- Pathological Demand Avoidance
- (EAL training)

Social and Emotional Mental health

- Emotional Coaching
- Relational and Restorative Practice
- Therapeutic Thinking (Dorset Steps)
- Emotional Literacy Support Assistants
- Lego Therapy
- I Can Problem Solve
- Trauma Informed Schools
- Attachment Disorders/ Louise Michelle bomber
- Five to Thrive
- ADHD
- Emotional school-based avoidance
- Positive Handling
- Child in Care designated lead training
- Educational Psychologist supervision for staff

Physical needs

- Learn to Move, Move to Learn
- Sensory
- Assistive Technology
- Hearing and Vision needs
- Accessibility lead training
- Medical needs training (e.g epi-pen training)

How we evaluate the effectiveness of the provision made for children and young people with SEN

Progress is the crucial factor in determining the effectiveness of the provision made for an individual. The systems for observing and assessing the progress of pupils will provide information about areas where they are not progressing satisfactorily. Under these circumstances teachers may need to consult with the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires specialist involvement from outside services (such as an Educational Psychologist). Adequate progress includes any of the following:

- Narrowing the attainment gap between the pupil and their peers
- Preventing the attainment gap widening
- Attainment is equivalent to that of peers starting from the same baseline, but less than the majority of peers.
- Attainment improves upon the pupil's previous rate of progress
- The pupil demonstrates an improvement in self-help, social or personal skills
- The pupil demonstrates improved emotional regulation or behaviour.

The SENCo/Inclusion Team has responsibility for making sure that progress of children with SEN are monitored following the Graduated Approach and that records are maintained (provision maps).

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

School policy promotes inclusion, where possible, of all our learners in all aspects of the curriculum including activities outside the classroom. The school consults with parents and health professionals to make access arrangements for SEND students so all can participate in school visits and outside learning. All staff organizing visits are trained and complete risk assessments. Where there are specific issues regarding safety and access for individuals, further plans are put in place to ensure needs are discussed and planned for (using risk assessments) in consultation with parents, for example, personalised social stories for children who find managing a change of routine difficult.

Our support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

At St Mary's, we pride ourselves on the excellent relationships that are built between the children and all staff to support children's social and emotional needs. We encourage all the children to take an active role in their own wellbeing through weekly Heart Smart lessons and wellbeing tasks. We recognise that all children can experience circumstances that affect their well-being (such as bereavements, parental separation or friendship difficulties).

All staff follow the approaches below to support pupil wellbeing and social and emotional development:

PACE

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

Therapeutic Thinking

Therapeutic Thinking a positive therapeutic approach to supporting relationships and behaviour. The approach reflects on behaviours that are difficult or dangerous and considers how to support pupils to improve self-esteem and feel better about themselves. This is done by careful analysis of the underlying difficulties and planning to provide positive experiences. At the same time, we consider which elements of behaviour are subconscious and which are conscious, and this also informs our planning. This will include appropriate consequences (both to keep everyone safe and to support new learning).

Where a pupil is displaying dangerous behaviours risk assessments are carried out and protective consequences put in place alongside educational consequences. A clear plan is developed and shared with parents and staff. We do not talk in terms of punishments or sanctions but in terms of meaningful, relevant consequences and new learning. Therapeutic Thinking takes into consideration individual needs and aims to provide appropriate experiences, curriculum, class grouping and the development of trusting relationships to enable the pupil to flourish.

Whole School SEMH support

We follow The HeartSmart scheme which focus on the 5 concepts below. It is an engaging scheme with a range of visual and interactive resources. We have a life-size Boris in school which the children respond to very well.

— The HeartSmart High Five —



Lunch Club

Our specialist inclusion Hub teachers run a lunch club every day. This is used by children who either require a quieter, less busy space to eat their lunch and/or play, or require support with social interactions.

Provisions available in school to support social and emotional mental health

- Emotional Literacy Support Assistants (ELSA) - Lego therapy, I can Problem Solve, Think Good, Feel Good, Socially Speaking, Time to Talk.
- School counsellor
- Play Therapy
- School Life Pastor
- Crumpet Club (morning transition support)
- Nurture with staff or parents

Wellbeing and pupil voice

We complete a pupil well-being questionnaire twice annually. Some children complete this with a trusted adult to support them in being honest and accurate in their responses. The results of this are analysed by year group and by vulnerable groups to analyse patterns and trends. The results of the questionnaire feed into the provision for pupils based on their needs. Well-being ambassadors have a number of roles, including noticing peers supporting other's mental health and wellbeing. This is shared in our celebration assemblies.

Our mental health lead recently focused on the importance of vocabulary and supporting children to communicate their views and needs. By ensuring both staff and pupils are given tools to talk about how they feel and what they mean, we are able to get to the root of the problems in friendships or groups to help them unpick how this can be prevented in the future. For example, we use a visual communication tool to support the conversation around feelings and experiences, and also comic strip conversations to draw a situation, with speech bubbles and thought bubbles.

Anti-bullying

In September 2023 we achieved the Gold Award for our anti-bullying systems via the Anti-bullying Alliance. The following systems are in place to support children with SEN:

- We have promoted our anti-bullying policy in assembly and within classes so that all children are aware of the processes. A child friendly version is displayed in all areas of the school which the Junior Leadership Team have helped to correct.
- We have a range of ways for SEND pupils to report their bullying concerns: they have a communication box in class, they can talk to well-being ambassadors, and they know who the well-being champion is.
- Parents are clear on who to talk to about bullying in the school as the children and communication on the subject comes from the anti-bullying champion. We have explained and used our action planning format with parents to allow parents to see clearly the steps we are taking to prevent bullying. We have set up a review system with parents as well where we check in with parents about How things are after a set amount of time.
- We have trained pupil well-being ambassadors to allow children to report to peers where they feel unable to report to adults.
- We have trained teachers using the anti-bullying alliance videos so they are more able to support and spot bullying behaviour towards our SEND pupils.
- We have had trauma-informed schools training to encourage connection before correction to enable our pupils with SEND to feel comfortable with reporting incidences of bullying behaviour.
- For children with attachment needs, we have provided quality time with the anti-bullying champion to allow them to discuss their needs each week.
- We have developed use of visuals and comic strip conversations to enable pupils to communicate the exact details of an incident to allow us to pinpoint what happened exactly. We have followed this up with social stories to support both the ringleader and the target. With our ASC children, we use comic strip conversations and concrete language to help them to articulate all of the events which led up to the bullying behaviour. We have developed a 'shine a light' approach to discussing incidents with pupils who have additional needs as sometimes we know that the child needs help understanding the thoughts and feelings of people other than themselves to understand situations and intentions.
- After a bullying incident has been reported, we have found anti-bullying check-ins to be a useful technique to ensure aftercare for the pupil experiencing bullying behaviour. A weekly check in with the anti-bullying ambassador or an informal check in where needed has been implemented for those SEND pupils who need the follow up support.
- We have increased supervision in the playground when needed to support our pupils with SEND who have experienced bullying. We have a DEN area where pupils can go when needed and also a lunch club supported by specialist teachers.

How we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

At St Mary's, where more specialist advice or support is needed to meet individual needs, we work with external agencies to ensure the best possible provision for children. This includes health and social care bodies, local authority support services and voluntary sector organisations.

If it is identified that the child will need support from outside services, we will consult with parents/carers prior to any support being actioned. In most cases children will be seen in school by external agencies and support services. The school will work closely with the outside agency and parent/carers to agree outcomes to be achieved through the support, including a date by which progress will be reviewed.

External Specialist service we work with

Educational Psychologist – Local Authority and Independent

Specialist Teaching Team for Cognition and Learning – Local Authority

Specialist Teaching Team for Complex Behaviour and Communication – Local Authority

Early Help SEN family Support workers – Local Authority

Hearing and Vision Support Service – Local Authority

Speech and Language Therapy – NHS

School Nurse – NHS

Paediatricians – NHS

Occupational Therapy – NHS

Childrens' and Adults' mental health Service (CAMHS) – NHS

KORU – Independent service

The Horse Course – Independent charity

TADSS (teaching alliance of Dorset special schools) Outreach support

Our **Family Support Coordinator**, Mrs Lucy Gerrard, works closely with parents and guardians by attending Team Around the Family (TAF) meetings and supporting families with accessing our Early Help Team. The academy **Family Liaison Officer**, Sarah Higgins, also provides support to families around attendance concerns.

The SEND Local Offer for Dorset Council

The Dorset Council SEND Local Offer provides information on services and activities for children and young people living in Dorset aged 0-25 with Special Educational Needs and Disabilities. Click on the link for more information:

Our arrangements for supporting children and young people who are looked after by the local authority and have SEN

We have a designated Child in Care lead in school – Miss Wiscombe (who is also the SENCo). The CiC lead works closely with social workers, parents and foster carers to ensure child who are in care are receiving the support they need to prevent their changeable situation from negatively impacting their education. We are also well supported by the Virtual Schools who provide advice and funding for children who are in Care. We host termly Personal Education Plan (PEP) meetings with all those who support the pupil to discuss academic achievements and needs, and to plan provision and extracurricular activities. We encourage the pupil to attend these meetings and a person-centred approach is followed to ensure their voice is heard.

How to make a complaint

Any grievance or complaint should be addressed in the following order:

- Informal or formal communication with the class teacher.
- Arranged meeting with the class teacher and the SENCo.
- Arranged meeting with the Head Teacher.
- Arranged meeting with our Local school's committee member.
- The school will furnish the parents with a contact name and to take the matter further as necessary.

Last Updated: October 2023

Next Review due: October 2024