**St Margaret’s CE Primary School SEND Information Report**

This is the SEND Information report for St Margaret’s CofE Primary School. It has been completed in line with the SEND Code of Practice 2014. All governing bodies of maintained schools have a legal duty to publish on their websites the implementation of the schools SEND policy. This information is updated annually.

At St Margaret’s CofE Primary School we value all members of the school community. Our SEND Offer and Information report are available to parents. We welcome any comments on our offer, so please do contact us. The best people to contact are:

Headteacher:

Mrs J Stackhouse

SENCO:

Mr S Jones

SEND Governor:

Mrs J Heathcote

**Our Approach to Teaching Learners with SEND**

At St Margaret’s we ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet the needs of the individual.

* We have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).
* We strive to have successful communication between teachers, children with SEND, parents of SEND children, visiting staff and outside agencies.
* We acknowledge and draw on parents’ knowledge and expertise in relation to their own child.
* We encourage children to take an increasingly active role in the review cycle, in line with their readiness to do so.
* We work to develop our successful hub work with other local schools to develop provision and practice.
* We are committed to developing the skills of all staff to manage the challenges of the range of needs of the school, and to ensure that all support is of high quality.
* We have an effective review cycle that allows us to monitor, review and plan for next steps in development.
* We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

**Indentifying the Special Educational Needs of pupils**

At different times in their school life, a child or young person may have a special educational need. The Code of practice 2014 defines SEN as follows:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:**

1. **Has a significantly greater difficulty in learning than the majority of others the same age, or**
2. **Has a disability which prevents him or her from making use of the kinds of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Where pupils progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality targeted teaching at specific areas of difficulty, it *may* be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners ‘falling behind’. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these and other experiences are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

**St Margaret’s CofE Primary School**

In 2014-2015 our SEN profile shows that we have 14 of 209 (7%) of children identified as having SEND. This percentage is made up of the following groups:

57 % are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc)

43% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

0% are identified as having SEN linked to Physical and Sensory including disabilities such as those affecting mobility sight and hearing)

21% are identified as having SEN linked to Social, Emotional and Mental Health (SEMH) (including difficulties such as ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression).

Some pupils have complex needs and are included in more than one area of need.

**What should I do if I think my child may have Special Educational Needs?**

If you have any concerns regarding your child’s progress or well- being, then please speak to your child’s teacher initially. The teacher will then liaise with Mr Stuart Jones (SENCO) to discuss your concerns. Alternatively you may feel the need to contact Mr Jones directly. This can be done through the school office (01213572758).

**Support for children with Special Educational Needs**

If a learner is identified as having SEN, we will provide support that is ‘additional to’ or’ different from’ the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching’ intended to overcome the barrier to their learning. The support is set out in the whole school provision map.

Our provision map is shared with other schools in our hub. In this way we learn from each other, develop a wider understanding of different SEN, and share training opportunities to improve the support we offer our learners.

When providing support that is ‘additional to’ or ‘different from’ we engage in a four-stage process: Assess Plan, Do and Review.

**Assess**- this involves taking into consideration all available information from discussion with parents or carers, the child, the class teacher, support staff and assessments.

**Plan**- this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a Pupil Profile and will form the basis for termly review meetings.

**Do**- providing the agreed support- extra assistance for learning or learning aids- as set out in the plan.

**Review**- measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved- learner, parents or carers, teacher and SENCO- contribute to this review. This stage then informs the next cycle, if necessary.

The additional support or intervention will be tailored to the child’s needs and will target their area of difficulty. This support may be provided in the classroom or in another area of school, on a 1:1 basis or as part of a small group of learners with similar needs. These interventions may be run by a teacher or trained teaching assistant. This support and its impact will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of learners, needs may require access to technology e.g. Modified ICT equipment, recording devices etc.

While the majority of learners with SEN will have their needs met in this way, there will be a small number of pupils who may need an Education and Health Care (EHC) Plan. These learners will have complex needs and it will be necessary for the Local Authority to decide whether it will be required and then to make provision in accordance with the EHC plan.

**Assessing the Impact of Intervention**

The interventions used will be those that are proven to make a difference for learners.

A baseline assessment will take place at the beginning of the intervention- this will provide the point of reference for measuring progress made by a child- and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency / intensity of the intervention and whether the intervention is still relevant. The termly reviews will involve the children and their parents or carers, as well as class teachers, and a record will be kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be sought from other professionals, with the parents consent. This might involve: Speech and Language Therapy Services, Occupational Therapy, Physiotherapy, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician or Children and Adult Mental Health Service (CAMHS).

Where a child has an EHC plan, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer and all other professionals involved with the child.

**Opportunities for Enrichment**

At St Margaret’s we believe that all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

Preparing for next steps

Transition is part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so to a child with SEN. Consequently we work closely with parents, children and staff to ensure that these transitions run as smoothly as possible.

Planning for transitions within school takes place in the Summer Term; arrangements for transition for Nursery to Reception, class to class and school to Secondary School for pupils with SEN will be planned according to individual need. Where possible children will visit their new setting on several occasions, and in some cases, staff from the new school will visit children or staff from St Margaret’s.

**Have Your Say**

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/Carers, learners, governors and staff.

Please engage fully with our annual process to ‘plan, do, assess and review’ provision for SEN.

If you have any comments please do not hesitate to contact Mr Jones (SENCO).

Mr S Jones

September 2014