



Berwick St Mary's CE First School

SEND Information Report

2024-25

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What is 'Special Educational Needs' (SEN) or a 'Disability'?

'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 of 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 England.' (Special Educational Needs Code of Practice, 2014)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

As per the statutory guidance outlined by the DFE, as a federation of school we ensure that our provision is inclusive and meets the following 3 statements through our accessibility policy and plan:-

- Increase the extent to which pupils with disabilities can participate in our curriculum
- Continually strive to improve our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services you provide or offer
- Improve the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

This Information Report provides information on what services children, young people and their families can expect and access from a range of local agencies, including Education, Health and Social Care.

The SEND Information Report should be read in conjunction with the following Beacon Primary policies:

- Accessibility Policy and plan
- Anti-Bullying Policy
- Behaviour Policy
- Disability and Equality Policy
- Medical Conditions Policy
- SEND Policy

Berwick St Mary's is a very inclusive school that provides the support for all children to thrive and develop as individuals. We take our responsibilities of equality very seriously and work hard to ensure that everybody connected to the school is made to feel welcome and provided with the resources and support to enable them to enjoy and feel fully involved in the school family.

How we identify individual special educational learning needs

When pupils have an identified special educational need or disability before they join our school we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy or Northumberland SEND Support Services. We will always share the findings with parents and in consultation plan, the next steps to best support their child.

Sometimes teachers feel that a child has a special educational need; this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use on going assessments to help us to pinpoint the difficulty. This will help us to identify the child's needs and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's Special Educational Needs Coordinator (SENDCO), Alisha Pearson and their thoughts and opinions will be sought. We will then work together to create a plan to best suit the child and review this regularly.

"Leaders want the best for all pupils. Pupils with special educational needs and/or disabilities (SEND) are fully included. Parents of pupils with SEND are very positive about their child's experiences at the school. One parent commented that since their child with SEND had started at the school, they had their 'happy little boy back'.

OfSTED July 2023

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

We are a child and family centred school and believe that pupils and parents should be at the heart of all decision making about the child.

When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress.

Where appropriate, in line with our graduated response, we will write and review targets with pupils and parents/carers, a copy will always be available to all.

We hold regular meeting that allows the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.

We use homework to repeat and practise activities that are new and presenting challenge to a pupil. Often, this could be in using the skill in a practical and meaningful way. If parents have any concerns about homework or wish to seek advice on how best to support their child at home, we advise them to contact their child's class teacher.

We have an open door policy, which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with teachers or the SENDCo when a more in depth discussion is required. Our Senior Leadership team are on the playground daily in the mornings and welcome you to raise celebrations or concerns about the child's needs.

We hold regular parent support groups for families of children with Special Educational Needs as an informal way to share ideas support each other and develop relationships.

Who are the best people to talk to in this school about a child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class Teacher

Responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing Individual Support Plans(ISP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo, Alisha Pearson (Deputy: Gary Hilton)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the schools SEND Development Plan.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of the child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children
- Coordinating Learning Support Assistants and Teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plans.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Giving responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENCO in terms of budgeting the SEND provisions.

SEND School Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full
- potential.

How we use other adults in school to support pupils with special educational needs or disabilities

Our team of Teaching Assistants are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. The provision across school is planned for by our class teachers as part of our quality first teaching.

Our staff have excellent pastoral knowledge in terms of how to support our children and their families and may also be able to sign post you to other services.

Our English and Maths Specialists analyse pupil performance data regularly to ensure that each individual child is making the best possible progress and look at steps to support the child.

We have regular contact with external agencies to support staff and children in school including:

- Educational Psychologist
- CYPS
- Hint Services (Northumberland Special Needs support teams)
- NHS Speech and Language
- Occupational Health
- Music Therapist
- School Nurse
- Portage Service
- Health Visiting Team
- Early Years advisors
- Paediatricians
- Early Help Team
- Family Support Team
- SEN Assessment team
- Virtual Schools for Looked After Children
- Other specialist professionals

How we use specialist resources to support pupils with special educational needs or disabilities

Our staff make individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

We have a range of technology to support different learning styles and help motivate and access learning. These include iPads, computers and microphones.

We use intervention rooms, pictures, objects, symbol timetables and equipment such as countdown timers for pupils who need it.

We seek advice from external agencies as and when the need arises. We have changing facilities or those children who require it.

How we modify teaching approaches for individual pupils

Our curriculum celebrates the different learning styles of all pupils and supports inclusion and differentiation to address the needs of all of our pupils.

"Pupils with SEND are well supported with their reading and access to the wider curriculum. Staff know pupils' needs well. More pupils are starting school with speech and language delays. Leaders have ensured that staff have been trained to best support these pupils."
OfSTED July 2023

We give children the opportunity to record their work in a range of different forms, which suits their needs and enables them to experience success.

Once every term, parents/carers have the opportunity to join with their children's learning in our parent workshops.

Our curriculum aims to bring learning to life and wherever possible enables the child to experience and be a part of their learning. We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning.

We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.

When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support. We use class and personal visual or object timelines to help children to understand what activity is coming next.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress.

Within school, teachers assess the children's progress half-termly, this data is discussed with the Senior Leadership team so that strategies can be put in place to intervene early and support your child.

At termly meetings we discuss a child's progress and attainment and gather parents their and parent views. This will help formulate next steps to support a child's progress.

We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating).

We set challenging targets for all children based on nationally agreed guidelines on progress. Our marking of children's work informs our planning and we identify next steps for all of our children.

What other activities are available for pupils with SEND in addition to the curriculum?

Our children with SEND are given the same opportunities as their peers, with differentiation where required. We have a breakfast club and after school clubs which cover a range of interests which include; sports, creative activities, music and dance

We strive to ensure that all of our trips and extra curriculum activities are fully inclusive and work with parents and external professional to do this where needed.

How we support pupils in their transition into our school and when they leave us

Children who join in nursery are welcomed into our school community with a tailored induction programme reflecting needs and requirements of all. A series of parent and child taster sessions follows in preparation for their start.

Our local authority provides an early year's advisory teacher to support children with SEND when they make the transition to our nursery from the pre-school settings.

Transition into Reception and then into successive year groups is supported by meetings, meet the teacher time and taster sessions in the new class.

Children working across a phase Nursery – Reception, Year 1 & 2, Year 3 & 4, Year 5 & 6 also enables the child to become familiar with different classrooms and teachers. Children are given 'transition packs, (including share timetables for home and school) to take home with them to give them the opportunity to familiarise themselves with their new teachers and learning environments.

We will plan a child's transition to us with information from parents and all professionals already involved to supporting a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, again we will contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our

setting and through dialogue with parents and the child set up appropriate transition visits to support a smooth transition.

How additional funding works

Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.

If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used.

Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium statement on our school website.

Where pupils can get extra

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.

Our children are made aware of the support that surrounds them in school. They know who to talk to and have access to a member of the senior leadership team at all times.

We have an open structure for communication that all children are taught, this enables children to approach any adult if they have any concerns. School welcomes parents to share any concerns that they may have, however big or small. A non-negotiable expectation for our school, is that all adults must know all children, enabling positive and safe relationships to be developed and nurtured.

Safeguarding

At St Mary's, we have a senior leadership team who work closely with the DSL to ensure *all children* are safeguarded including Looked after children and children with Special Educational needs.

The following staff are all fully DSL trained:

- Mr G Hilton
- Miss P Murray
- Mrs T Oliver
- Miss A Pearson

Mental Health Ambassadors

There is a Mental Health first aider in school. We have a school wide focus on mental health to ensure children are in the right positive mind set for learning.

Each day teachers plan Yoga sessions to support:

- Emotional awareness
- Relaxation
- Insight building

Speech and Language

Well-developed speech, language and communication skills form the basis of all learning, and are fundamental to social and emotional wellbeing. They are essential to enable children to achieve their full potential.

At St Mary's, we have trained staff who work alongside and support specialist speech therapists services, to ensure children are supported fully in addressing any identified needs.

Staff training and development

All staff attend regular training to support all children and children with Special Educational Needs. Staff have training to:

Keep up to date with changes

Build confidence

Support teaching and learning

Develop skills and knowledge

Teaching Assistants are given specific training according to their pupils needs. This may include:

- Dyslexia
- Dyscalculia
- ADHD
- Autism
- Hearing impairment
- Development delay
- Epilepsy
- Speech and Language delay
- SEMH support

All Teaching assistants have either Paediatric First aid or First Aid at work to ensure children's safety and medical needs are catered for. A record of this is kept at the school office.

Where parents/carers can get extra support

Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by parent's views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.

Our SENDCo and deputy SENDCo can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

For more information on Northumberland's Local offer, please follow this link:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

Arrangements for handling complaints

Parents can raise concerns about SEN provision by contacting their child's class teacher, SENDCO, a member of the leadership team or the Headteacher. If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the complaints policy.

Local School Governance

St Mary's School actively seeks advice from other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEND and in supporting the families of these pupils when necessary.

Our SENDCO and SEND Governor meet termly to discuss the needs of all pupils. They also meet to discuss progress made towards achieving targets set each year to improve the outcomes for our SEND learners.