



St Gregory's CE VA Primary School

SEN Information Report

"Where learning has no limits"

Executive Head Teacher: **Mrs Jillian Farndale**

SENDCO: **Mrs Hayley Shears**

Website address: www.stgregorymarnhull.dorset.sch.uk

Age range of pupils: **4-11**

Date of last Ofsted Inspection: **8th- 9th November 2022**

Outcome of last inspection: **Requires Improvement**

Total number of students with SEND: **10 (as of 01-10-24)**

Welcome to our SEND information report which is part of the Dorset Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the new SEND regulations.

At St Gregory's Primary School, we are committed to working together with all the members of our school community. We have high expectations and aspirations for all our children, whatever their ability or need. It is important to us that our children feel valued as part of the school and wider community.

The kinds of special educational needs for which provision is made at St Gregory's Primary School.

At different times in their school career, a child or young person may have a special educational need. The Code of Practice (2015) defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the High Quality Teaching through an adapted or differentiated curriculum, intended to overcome the barrier to their learning. Learners can experience difficulties in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning.

At St Gregory's Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a difficulty in at least one of the four key areas, that requires special educational provision will be identified as having SEN. Children will be identified as SEN Support or have an Educational Healthcare Plan.

Children may have SEND identified in one of 4 areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Information about how we identify and assess pupils with special educational needs.

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment and tracking tools to support with this.

For some learners, we may want to seek advice from specialist teams. In our school we have access to various specialist services. Some services will be at an additional cost to the school. These include:

- Educational Psychologist
- Speech and Language Therapist
- Medical advice from other Health Professionals
- Specialist teachers
- Hearing Impairment Teacher
- Visual Impairment Teacher

Information about how we make provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

How we evaluate the effectiveness of its provision for such pupils:

Monitoring progress and outcomes are an integral part of teaching within St Gregory's Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, and review' model and involve parents/carers and children in each step of that cycle as much as possible. Children, parents/carers and their teaching and support staff will be involved in reviewing progress. This review is built into the intervention itself, as well as at a more formal meeting held at least once a term, where we all consider progress, outcomes and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by teachers, the Executive Head Teacher and Executive Deputy, SENDCo, Pickwick Academy Trust and Governors. The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENDCo.
- The ongoing assessment of progress and outcomes as a result of interventions.
- Moderation and work sampling.
- Teacher consultation with the SENDCo.
- Informal feedback from all staff.
- Pupil progress tracking using assessment data (whole-school processes).
- Attendance records.

- Behaviour records.
- Pupil progress meetings
- Head Teacher's report to governors.

SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.
- In keeping with all vulnerable learners, intervention for pupils on the SEND record will be identified and tracked using the whole-school provision map.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- This year we have reviewed the 'provision maps' for pupils receiving SEN support, and replaced these with 'Support plans.' These are used in the following ways:
 - Support plans are a planning, teaching and reviewing tool, which enables us to focus on providing a personalised curriculum for pupils with special educational needs. They are used as a working document and are regularly reviewed and updated.
 - They identify the small next steps that children require in order to close their gaps in learning across the curriculum.
 - Support plans are shared and accessible to all those involved in their implementation.
 - Staff review these termly with parents and pupils.
 - Support plans are based on informed and ongoing assessment and will where appropriate, include the input of outside agencies.
 - Support plans have been devised so that they are manageable and easily monitored and therefore can be monitored and evaluated regularly, at least once a term.

Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN register at SEN support and, in addition to this, will have an Annual Review of their EHC plan.
- Our school will comply with all local arrangements and procedures when applying for an EHCP.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local authority policy and guidance - particularly with regard to the timescales set out within the process.
- Representatives from all agencies involved will be invited to celebrate the child's successes and acknowledge the progress they are making as well as plan next steps.

Our Approach to Teaching Learners with SEN:

How St Gregory's Primary School will adapt the curriculum and learning environment for pupils with special educational needs:

At St Gregory's Primary School, we believe in participation for all. We want to create an inclusive culture in our school, and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school. We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school.

All learners will have access to High Quality Teaching and additional interventions where appropriate. Interventions will usually be for pupils who are underachieving, and have been identified by the school as needing support to make accelerated progress. They will not necessarily be pupils with special educational

needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN. A whole-school provision map outlines and monitors all additional intervention across the school, and the progress made by learners.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Responsive teaching through scaffolding
- Visual prompts
- Pre-teaching
- Small step instructions
- Writing frames and word banks for technical vocabulary
- Computers or other technology
- Task planners

Each learner identified as having SEN, is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified.

How do we provide additional support for learning that is available to pupils with special educational needs?

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils. These approaches include:

- Teachers use ‘responsive teaching’ and implement scaffolding and support as part of quality first teaching
- Interventions – Fine Motor skills; 1:1 reading; Learn to Move; Speech and language Programmes; Occupational Therapy; Precision teaching for spelling and reading, Little Wandle Phonics interventions; sensory circuits
- Small group support
- Individual support in class or outside the classroom
- Further differentiation of resources

Activities available for pupils with special educational needs in addition to those available in accordance with the curriculum:

Extra-curricular clubs

Residential visits

Class visits

Workshops e.g. dance or music

Support from outside agencies and specialist teachers

Use of technology

Support that is available for improving the emotional and social development of pupils with special educational needs.

1:1 support and emotional check-ins

ELSA – Emotional Literacy Support Assistant sessions

Family support referrals

Nurture groups

The name of and contact details of SEN co-ordinator:

Mrs Hayley Shears Tel: 01258 820206

Also contactable via the school office email address: office@stgregorymarnhull.dorset.sch.uk or directly: senco@stgregorymarnhull.dorset.sch.uk

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Mrs Shears (SENDCo) has completed the National SENCO Award.

Staff receive regular training to allow them to support children's learning.

Specialist teachers and agencies also support teachers and Teaching Assistants when we have a child with specific needs in school.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

We will use the advice and support of specialist agencies to make sure all children have the appropriate equipment and facilities during their education at St Gregory's Primary School. Mrs Shears monitors and updates equipment/resources when needed for SEND. The school's Accessibility Plan outlines adaptations that have been made /can be made to the building to meet particular physical/medical needs.

The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Parents attend parents evening with their child's class teacher twice a year and receive an annual report. For those with children on the SEN register, an extended or additional meeting is offered with the class teacher and SENDCo to discuss Support Plans and progress towards personal targets.

Parents are encouraged to come in and talk about any concerns and thoughts about their child's needs at any time usually, initially with the class teacher. If deemed appropriate, the SENDCo can also meet to discuss concerns or celebrate success.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

Our complaints procedure can be found on our school website. If you have a complaint, please first speak with your child's teacher. If you feel it is still unresolved, please ask to speak with the SENDCO and then the Executive Head Teacher. If you are still not happy with the response then contact our Chair of Governors – Mr Nick Chapman or Inclusion Governor, Sharon Martin via the school office.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Governing body delegates responsibility to the Executive Headteacher and SENDCo to respond to/contact relevant professionals to support children with SEN and their families.

This includes:

- Educational Psychologist involvement
- Specialist teacher' Service
- School Nurse

- Dorset Family Partnership

The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education.

Transitions can be extremely difficult for all children but specifically children with SEND. We recognise this and take steps to ensure that any transition is done as smoothly as possible.

If your child is joining our school:

- We actively encourage children to spend time with us before they start, to meet the other children and the staff who will be working with them.
- A member of staff will show either the child and parents around the school and be available to answer any questions

If your child is moving to another school:

- The school SENDCo will contact the school to ensure they know about any special support or resources that need to be put into place
- Records get passed between settings – we aim to do this as quickly as possible

When moving classes in school:

- Your child will visit the new class and have time to work with their new teacher – becoming familiar with the classroom
- Social Stories are used to support the transition
- Meetings between staff take place to make sure information is passed on

Pre-school transition:

- St Gregory's works closely with local pre-schools and we have a transition programme in place which allows for lots of visits to school for children and pre-school/ home visits. We also actively encourage pre-school staff to visit our setting and meet with staff

Secondary transition:

- Transfer reviews take place for all Year 6 children moving to Secondary School in the Summer term. All information is passed onto the school and meetings usually take place between the SENDCo, class teacher and staff from secondary school. Additional visits are organised if it is felt this would benefit the child.

At any point in these processes if you feel you would like to speak with the SENDCo / Executive Head Teacher ,please feel free to contact them via the school office.

Information on school/college contribution to the publication of the local authority's local offer

This SEN information report outlines our offer of support for pupils with SEND. This forms part of Dorset's Local Offer which can be found at:

[SEND Local Offer - Dorset Council](#)

More information can be found on the Family Information Service:

[Family Information Service - Dorset Council](#)