



SEND POLICY AND INFORMATION

Reviewed: 20th March 2024
Next Review: Spring 20225

Our Mission Statement

To provide an environment that nurtures all towards the fullness of life that comes from God and a curriculum that expands our children's horizons; a place where all can realize their potential – intellectual, spiritual, moral, physical and emotional; and where our children are prepared to take their places as effective, caring and respectful global citizens.

Our Ethos

To value and appreciate everyone.
To try our best at everything.

Saint Mary's Catholic Primary School Swanage

Introduction

Welcome to our SEND information report which is part of the Dorset Local Offer for learners with Special Educational Needs and Disability. The information published in this report must be updated annually. In reviewing this policy and making decision regarding SEND provision due consideration is given to equality legislation. At St Mary's Primary School, we are dedicated to ensuring equal inclusion of all pupils in all areas of primary school life. We believe that every child deserves a broad and balanced education. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). St. Mary's Catholic Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

AIMS at St Mary's for pupils with SEND

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

2. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

Who is responsible and what do they do?

4.1 The SENDCO

The SENDCO is Jessica Meteau. She can be reached through the school office 01929 424909.

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Involve parents in their child's provision, joint meetings for IEPs reviews are held at least each term
- The SENDCO, together with the SLT, will monitor the quality and effectiveness of provision for all groups of pupils.
- The SENDCO supports the Headteacher in producing a SEND Local Offer for the school and Local Authority websites;
- The SENDCO maintains a SEND register and keeps centralised records up to date for children with special educational needs;
- The SENDCO arranges training for staff and outreach services for pupils.
- The Headteacher is the designated teacher for Looked After Children (LAC) and has overall responsibility for ensuring these pupils receive the support they require to enable them to learn well, achieve good learning outcomes and remain safe in school.
- The Headteacher is responsible for ensuring that any pupil in receipt of Pupil Premium Funding is given the appropriate support in school to enable them to make progress and have equal opportunities to access learning.

4.2 The SEN governor

The governor with oversight of the arrangements for SEN and disability is John Wood.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The head teacher

The head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

5.1 What kind of SEND is provided for at St Mary's Swanage?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

5.2 How do we identify pupils with SEND and assess their needs?

Before a child starts at the school (for Primary phase):

Our foundation stage teacher may visit children at home or in their previous setting before they start to talk to their parents and identify any concerns they may have. Through our links with the local Playgroups, Nurseries and Families Specialist Services we are able to identify children who may require more support well before they join our foundation unit. We may also involve:

- Educational Psychology Service
- Speech and Language
- Physical Disability Support Service
- Agreed liaison with school doctor; health visitors

In School

- Monitoring progress
- Pupil Progress Meetings
- YARC - reading test
- Schonell Spelling
- Teacher observations
- Teacher assessments
- Information passed on from previous schools
- Discussions with parents/outside agencies such as speech therapists/ pediatricians, etc

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

The Graduated Response

- Supporting SEND Children in our School Where a child is identified as having SEND and or a disability, St Mary's adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

STAGE 1: Differentiated Curriculum Provision

In order to make progress, a child may only require differentiation of the plans for the whole class - quality first teaching. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting as described on the IEP.

- Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.
- The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.
- The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

STAGE 2: Additional support

- Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, additional provision may need to be made, this is known as school intervention. This may involve:-
 - Additional support is required to develop English and maths skills
 - Additional support is required for emotional, behavioural or social development
 - Additional support is required for sensory or physical impairments
 - Additional support is required for communication or interaction needs
 - Children whom we consider to have more severe or longer-term needs that are likely to result in an application for further professional advice.
- Children needing additional support will have an Individual Education Plan (IEP), which will be reviewed at least twice a year, although some pupils may need more frequent reviews. The class teacher will take the lead in the review process with support and discussion with the SENDCO where needed. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.
- Decisions about the provision and interventions being provided are illustrated in our Provision Map. Teachers highlight the agreed provision, add additional notes if necessary and this complements the IEP. Details about who will deliver the intervention, the frequency as well as how and when we will measure progress are agreed at this point. Evidence that illustrates how well the child is progressing against the targets will be collated by the teacher and used at review stages.

STAGE 3: The use made of teachers and facilities from outside the school, including support services

- Where involvement of specialist services is needed because the previous support plans are not enabling the child to make progress, a referral will be made. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.
- The school purchases additional services from an Educational Psychologist, Specialist School teachers and SENSS (special needs support service). Referrals to these and other experts are instigated when the child's needs are more complex, long term and progress is still limited despite significant intervention. Discussions, advice, resources and reports are shared with the SENDCO, class teacher and parent after each visit. Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.

The SENDCO liaises frequently with a number of other outside agencies, for example:

- Behaviour Support
- Social Services
- Education Social Work and Attendance Service
- School Nurse, Community Paediatrician, Speech Therapy, Physiotherapy, Occupational Therapy

The impact of this support may be seen through:

- Closing of the attainment gap between the child and their peers
- Preventing the attainment gap from growing wider
- Matching or bettering the child's previous rate of progress
- Ensuring full access to the curriculum
- Demonstrating an improvement in self-help or social or personal skills
- Demonstrating an improvement in the child's behaviour

Parents/carers are always informed if any outside agency is involved. Signed parental consent is sought before a child is referred to any external agencies for assessment

STAGE 4: Education Health Care Plans (EHCP) or Statement of Special Educational Needs and

- A child who has Educational Health Care Plan will continue to have arrangements as for children with additional needs, and additional support that is provided using the funds made available through the Plan.
- There will be an Annual Review, chaired by the SENDCO, to review the appropriateness and impact of the provision and to recommend to the LA whether any changes need to be made, either to the Plan or to the funding arrangements for the child.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents/carers **must** be informed that special educational provision is being made. The pupil is then added to the school's SEND Register.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements. Our staff use a wide range of tools to assess the amount and level of SEND support required.

These include:

- Tracking pupil progress on the school's 'on alert' register
- SIMS assessment – identifying those making slower than expected progress through assessment of English and Maths
- YARC and Pira reading tests
- Phonic assessments

- Puma and non negotiables maths tests
- Spelling age test
- Writing moderations
- Summative assessments
- SENSS assessments
- Boxall Profile assessments
- Wellcom programme
- Educational Psychologist assessments
- Speech and Language Assessments
- Medical Information
- Observations from the SENDCO
- Discussions with parents/carers/outside agencies: physiotherapists, paediatricians etc
- An annual review of their EHCP outcomes and targets
- Another school or LA which has identified or provided for additional needs

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies and may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

Slow progress and low attainment does not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Special Needs Register

When we identify that a child has special educational needs through tracking their progress on the school's 'on alert register' and this has been discussed with parents, we place them on the Special Needs Register. The criteria we use to identify children as having a special educational need is detailed below:

- A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability

- If he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.

Types of special educational needs and disabilities can include:

- General Learning Difficulties – children whose learning progresses at a slower pace,
- Speech and Language Difficulties,
- Social, Emotional and Mental Health
- Attachment
- Dyslexia (difficulties with reading, writing and spelling),
- Dyspraxia (problems with motor skills, organisation),
- Autism,
- ADD (Attention Deficit Disorder),
- ADHD (Attention Deficit Hyperactivity Disorder),
- Downs Syndrome,
- Cerebral Palsy,
- Other Physical or Medical Needs.

Coming off the SEND Register

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However, a child's progress will continue to be monitored by using the school's tracking systems.

5.4 How are you and your child consulted and involved?

- We will initiate a discussion with you (and your child) when identifying whether they need special educational provision. These conversations will make sure that:
- Everyone develops a good understanding of the pupil's areas of strength and difficulty/challenge
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

How will you help me to support my child's learning?

The class teacher may suggest ways of how you can support your child. Mrs Gray might meet with you to discuss how to support your child with particular strategies. If outside agencies or the Educational Psychologist have been involved; suggestions and programmes of study are provided that can be used at home.

Will my child be involved in discussing their provision?

It is important that your child is able to express their opinion about their learning and progress at school. We ensure all children are aware of their targets and encourage them to be motivated and responsible for working towards them.

Notes of these early discussions are added to the pupil's record and given to their parents.

We formally notify parents when it is decided that a pupil will receive SEND support.

5.5 How is my child's progress assessed and reviewed towards a specific outcome?

The class or subject teacher works with the SENDCO to carry out a clear analysis of your child's needs. This looks at:

- The teacher's assessment and experience of your child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- Your child's development in comparison to their peers and national data
- The views and experience of you as parents
- Your child's own views
- Advice from external support services, if relevant

5.6 How does the school support children moving between phases and preparing for adulthood

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

If your child is joining us:

- We will liaise with the previous educational setting in order to understand any provision that has been put into place for them.
- You are welcome to visit the school for settling in sessions, if necessary, to meet your child's class teacher. The SENDCO is available if you wish to discuss your child's needs in more detail.

If your child is moving to another school:

- We will contact the school SENDCO and ensure that he/she knows about any special arrangements or support that need to be made for your child. We will arrange preliminary visits for your child to the new school and follow up any questions/concerns they may have.

We will make sure that all records about your child are passed on as soon as possible.

- In Year 6: The SENDCO will discuss the specific needs of your child with the SENDCO of the secondary school.
- Where possible your child will visit their new school on several occasions and staff from the new school will also visit your child in this school.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher.
- All children will have the opportunity to spend a session with their new teacher before the summer holidays.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils and take account of outcome plans.

How will staff support my child?

Class teachers will ensure:

- The school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- They use different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.

- Teaching assistants may be used to support the teachers in delivering the curriculum. They may work with small groups of pupils with an agreed focus. Occasionally they will work 1:1 with a pupil or support the rest of the class whilst the teacher spends time with smaller groups or individuals.

How will the curriculum be matched to my child's needs?

All teaching is based on building on what your child already knows, can do and can understand. Teachers will carefully check on your child's progress and decide whether they have gaps in their understanding/learning and need some extra support. They may plan group sessions for your child with particular targets to help them to make more progress. (Another teacher or teaching assistant may run these small group sessions using the class teacher's plans, or a recommended programme, known as an 'intervention').

The interventions currently used include:

- Words First
- Phonics intervention
- Planned maths intervention
- Wellcomm
- SNIP
- Learn to Move
- Speech & Language
- ELSA
- Lego communication
- Literacy toolbox
- Dynamo Maths

5.8 How does the school adapt the curriculum and learning environment to meet the needs of children with Special Educational Needs?

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, sensory resources, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.9 What additional support can I expect the school to provide for my child? Additional support for learning

Support comes in a variety of ways and there is neither a one size fits all nor a magic wand. It is really important that a child with significant challenges is given the opportunity to work independently where possible at the appropriate level with interventions that are regular to ensure that progress is continuing and recognised by the child him/herself

We have teaching assistants who are trained to deliver the interventions previously mentioned.

Teaching assistants will support children on a 1:1 basis or in a small group when:

- that child's need cannot be met in a small group at a particular point in time
- support in groups is not appropriate
- the adaptation to the curriculum demands extra adult support
- the child is not able to carry out effective learning independently.

5.10 Are the staff up to date with knowledge of Special needs?

Expertise and training of staff

At St Mary's we use internal staff to provide extra support and training and if necessary use external agencies to deliver specialist support if needed. Our SENDCO is working towards the National SENDCO Award training (September 2024) and works closely with other SENDCOs within the local area. She also has access to expert support from an experienced Educational Psychologist and Specialist Teacher from the school's locality team. The SENDCO attends network meetings within both the East group of Plymouth CAST schools and the Purbeck Education Partnership. CPD opportunities are taken up where appropriate from a variety of providers including the SENSS team and outreach services.

The SENDCO currently works for two days a week to manage SEN provision.

We have a team of 11 teaching assistants, including one higher level teaching assistant (HLTAs) who are trained in different ways to deliver SEND provision.

The school has regular training sessions for all staff to improve the teaching and learning of children including those with SEND. This provides opportunities to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with particular needs. Class teachers and teaching assistants attend training courses run by outside agencies that are relevant to the needs of specific children in their class. They are also given opportunities to meet with, observe or receive support and advice from external specialists when they visit the school to work alongside individual children.

Where children have specific medical needs, training sessions are arranged in school so that advice and support can be given to all staff involved with that child and Health Plans can be drawn up to ensure necessary procedures are in place.

The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its staff to meet the full range of SEND within the school.

5.11 What about specialist equipment and facilities?

We would secure equipment for SEND pupils on a case by case basis, following discussions with parents and taking advice from Education Psychologist.

5.12 How does the school check that the SEND provision is working ?

We regularly check that our provision for children with SEND is appropriate by:

- Reviewing children's individual progress towards their outcomes each term
- Discussing children's progress during half termly progress meetings.
- Tracking reading ages/ reading comprehension/ writing and maths levels termly
- Reviewing the impact of interventions after 6 weeks
- Using pupil and parent questionnaires
- Monitoring by the SENDCO
- Using entrance and exit data to measure progress
- Holding annual reviews for children with statements of SEND or EHCP plans

5.13 Do children with SEND take part in activities available to those in the school who do not have SEND?

All of our extra-curricular activities and school visits are available to all our children, including Early Birds

All children are encouraged to go on the day and residential trips we provide

All children are encouraged to take part in sports days/school plays/special workshops/events/performances

No child is ever excluded from taking part in these activities because of their SEN or disability.

5.14 Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and the LA. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;

Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Use of the NAA guidelines, updated annually.

5.14 How does the school give extra support to meet emotional and social developmental needs?

We provide support for children to improve their emotional and social development in the following ways:

- We have a zero tolerance approach to bullying and discuss all children weekly, noting any changes in temperament. Staff safeguarding training stresses the importance of recognizing the vulnerability of pupils with SEND in regard to child protection issues.
- Our relationship with parents of pupils with SEND – as with all parents- is open and we encourage early communication
- All classes practice mixed ability seating arrangements which facilitates opportunities for effective peer support and takes into account individual pupils' particular qualities.
- Our RE and PSHE curriculum fosters an ethos of respect for difference and valuing and appreciating others
- Children with SEND are encouraged to engage in leadership roles across the school, eg Pupil Chaplains, Bronze Ambassadors.
- Children with SEND are also encouraged to become playground friends to promote teamwork/building friendships etc.
- Children have access to our trained ELSA counsellors

5.15 How does the school work with other agencies?

We value the wider expertise which informs our teaching of children with SEND and work with the following agencies to provide support for children with SEND where appropriate:

- A Speech Therapist
- Specialist SpLD Teacher and Assessor
- Educational Psychologist
- The School Health Team
- Hearing and Visual Support Services
- Occupational Therapists
- Outreach
- Social Care and Health Workers
- Behaviour Support Services

We are also able to refer children, via the School Health Team or their GP, where they can be assessed by a range of specialists including Occupational Therapy, Physiotherapy, Paediatricians, Specialist Speech Therapists and the Child and Adolescent Mental Health Team. Where there are concerns about a family situation or there is additional support needed at home, we work closely with the 'Locality Team'. They have links with other organisations which are able to support vulnerable families e.g. MOSAIC (bereavement counselling).

5.16 How does the school deal with complaints about SEND provision?

If you have complaints about SEND provision for your child in our school should be made to the in the first instance to the SENDCo. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Are there helpful contact details of support services for parents of pupils with SEND

Purbeck Family Partnership Zone
Email: purbeckfamilypartnershipzone@dorsetcc.gov.uk
Tel: 01305 225729

School Health team
Web: www.dorsethealthcare.nhs.co.uk
Tel: 01929 556422

Swanage Children's Centre (Purbeck Locality)
Web: <https://www.dorsetcouncil.gov.uk/w/swanage-childrens-centre>
Email: purbecklocality@dorsetcouncil.gov.uk
Tel: 01929 55700

5.18 Who is the main contact for raising concerns?

Please contact the acting SENDCO, Jessicah Meteau

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO and the SEND governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Child Protection

- Intimate Care
- St Mary's policy on 'Supporting children at school with medical conditions'

8. Storing and managing information

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

9. Further SEND information

9.1 SCHOOL WEBSITE

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

The school website can be found at www.stmarysswanage.dorset.sch.uk

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's website.

9.2 THE LOCAL OFFER

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

There is a link to the local offer from the school website

9.3 OUR SCHOOL OFFER

At St Mary's Primary School, we are committed to working together with all members of our school community. This offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact are:

Jessicah Meteau: SENDCO

Alan Frame: Headteacher

John Wood: SEND Governor

| Communication and Interaction <i>Including ASD & SCLN</i> | Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i> | Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i> | Social, Mental and Emotional Health <i>Including ADHD</i> |
|---|--|---|--|
| <p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible teaching arrangements ○ Structured school and classroom routines ○ Warning of change ○ Differentiated curriculum delivery e.g. simplified language ○ Increased visual aids/modelling etc. ○ Visual timetables ○ ICT programmes to support language ○ Small world play and Role Play ○ Repetition/clarification of instructions ○ Opportunities to work with younger/older pupils ○ Role play situations/Drama ○ 'Show and tell' / speaking opportunities | <p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Differentiated tasks ○ Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ○ Repetition/clarification of instructions ○ Differentiated output or outcome e.g. use of ICT, fewer sentences ○ Increased visual aids/modelling etc. ○ Visual timetables ○ Alphabet, word and number charts, mats, banks etc. ○ Use of puzzles and games ○ Use of talk tins ○ Use of writing frames ○ Ensuring appropriate reading material available ○ Weekly spelling lists (phonics led) ○ Structured Synthetic phonics approach eg. Letters and sounds ○ Multi-sensory phonics approach ○ Individual white board ○ Maths tool kit | <p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Flexible seating arrangements ○ Handwriting/fine motor skill programme ○ Specialist resources – pencil grips, triangular pencils, variety of types of scissors ○ Multi-sensory equipment ○ Construction ○ Tools and Materials e.g. brushes/pencils, collage ○ Range of equipment & opportunities for balancing, exploring etc. ○ Brain gym exercises ○ Sand and water play ○ Provision of left handed equipment ○ Written signs for class labels in classes ○ Seating arrangements (r-handed, l-handed etc) | <p style="text-align: center;">Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Golden Rules ○ Positive behaviour strategies ○ Structured school and classroom routines ○ Positive reward systems ○ Consistent and progressive sanction system for when rules broken ○ Teaching listening through games ○ Use of puzzles and games ○ Involvement in after school clubs ○ Individual job and responsibility ○ Support of lunchtime supervisors at lunchtime ○ Weekly focus on social, emotional aspects of learning ○ Mental Well Being PHSE curriculum ○ Playground friends and buddies available ○ Variety of teaching styles used to suit pupils ○ Visual timetables |

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|--|--|--|--|
| <p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Speech and Language support groups ○ Individual Provision Maps ○ Modelling of good language throughout the school. ○ 1:1 Speech and Language sessions ○ Kinaesthetic and visual storytelling strategies. ○ Neli and Wellcom intervention ○ Lego communication group | <p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Task Boards ○ Group use of ICT programmes ○ Small group of support for literacy outside class e.g. ○ Small group of support for maths outside class ○ Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats ○ Phonological Awareness activities ○ Precision Teaching ○ Pastel paper ○ Activity scaffolds ○ Personalised writing prompts | <p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Fine Motor skills programme ○ Gross Motor skills programme Learn to Move ○ Differentiated PE resources – spider balls, balloon balls etc. ○ Sports events – additional preparation ○ Handwriting scheme ○ ICT resources available ○ Individual resources e.g. wobble cushion, weighted scarf etc. | <p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map ○ Alternative lunch-time provision ○ ELSA ○ Use of buddy system |

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|--|--|--|--|
| <p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Personalised timetable ○ Individual Speech therapy Care Plans. ○ Intervention delivered by Speech therapist ○ Individual visual timetables / schedule ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Individual ICT programmes ○ Work station for part of day ○ Outside agency advice ○ Individual risk assessments ○ Augmented Communication aids ○ Sensory Diet ; Fun Fit; TAC PAC; ○ Sensory aids ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) | <p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Pre-teaching of class learning ○ Reinforcement practice of class learning ○ Use of individual ICT programmes targeting learning e.g. word/number shark, Lexia etc) ○ One to one support for literacy outside class ○ One to one support for maths outside class ○ List of current and future topic words ○ TA support daily with individual provision map ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice, including from Cognition and Learning Team ○ Dyslexia-friendly resources ○ Tinted overlays/rulers ○ Transition arrangements, particularly to secondary school | <p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe in class ○ Physio exercises ○ Classroom access ○ Chewy toys (chewelery) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games ○ Alternative PE curriculum ○ Access to outside spaces | <p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> ○ Individual Provision Map or EHCP ○ Individual reward/sanction scheme ○ TA support – communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual Behaviour Plan ○ Playtime monitoring ○ Counselling from outside agency through referral system ○ Individual seating or work station for aiding concentration for part of day ○ Home school liaison book ○ weekly feedback to parents face-to-face ○ Time out system and space ○ Additional transition arrangements ○ Individual risk assessments ○ Internal exclusion ○ CAMHS involvement through referral ○ Mosaic (bereavement support) ○ Draw and Talk therapy ○ Learning Mentor 1:1 Sessions ○ Play therapy ○ Equine Therapy |

