

FOUNDED 1789



'Learning for life with God as our guide'

St. Mary's CEP (VA) School, Dover

**Special Educational Needs and Disabilities (SEND) Information
Report**

SENCO: Mrs Charlotte Burkett

SEND Governor: Bernie Mayall

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Next review due in January 2026

This information report explains how we implement our SEND Policy. Further information about our arrangements for SEND provision can be found in our published SEND Policy.

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Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see 'Single Equality Scheme').

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 and disabilities
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- At St Mary's CEP School, we are proud of our high expectations, we believe that supporting children successfully for transition to each stage of education and adulthood is a priority. We set high aspirations preparing all our young people for life beyond school. We aim to create an environment which supports all pupils working towards becoming resilient and independent learners, whilst at the same time recognising and responding to any identified additional need.
- The school aims to ensure that all the children develop spiritually, socially, physically and academically to the very limit of their potential regardless of nationality, race, gender, class, wealth or intellectual capacity.



Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

2. Legislation and guidance

This 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, SEN coordinators (SENCOs) and the SEND information report

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

3. SEND Definitions

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

They have a learning difficulty or disability if they have:

1. A significantly greater difficulty in learning than the majority of the others of the same age, or
2. 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.

4. Roles and responsibilities

At St Mary's CEP all staff are considered responsible for supporting the needs of pupils with SEND.

Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. Please note that this list is not exhaustive.

4.1 The SENCO

Our SENCO is Charlotte Burkett who is a qualified Primary teacher, with school leadership experience in a range of years and settings.

They are working towards achieving the National Award in Special Educational Needs Co-ordination.

She will:

- Work with the Executive Headteacher / Headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of the 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 SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Plan and monitor 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 (LA) and its support services
- Liaise with potential next providers of education 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
- Share information about pupils' needs at points of transition with professionals

4.2 The SEND Governor

The SEND governor is Bernie Mayall who 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 Executive Headteacher / Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive Headteacher / Headteacher

The Executive Headteacher / Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow our SEND policy
- Communicating with parents and carers on the progress and development of their pupils'

4.5 Support Staff

We have a team of TAs, including one higher-level teaching assistant (HLTA) who are trained to deliver SEN provision and targeted interventions.

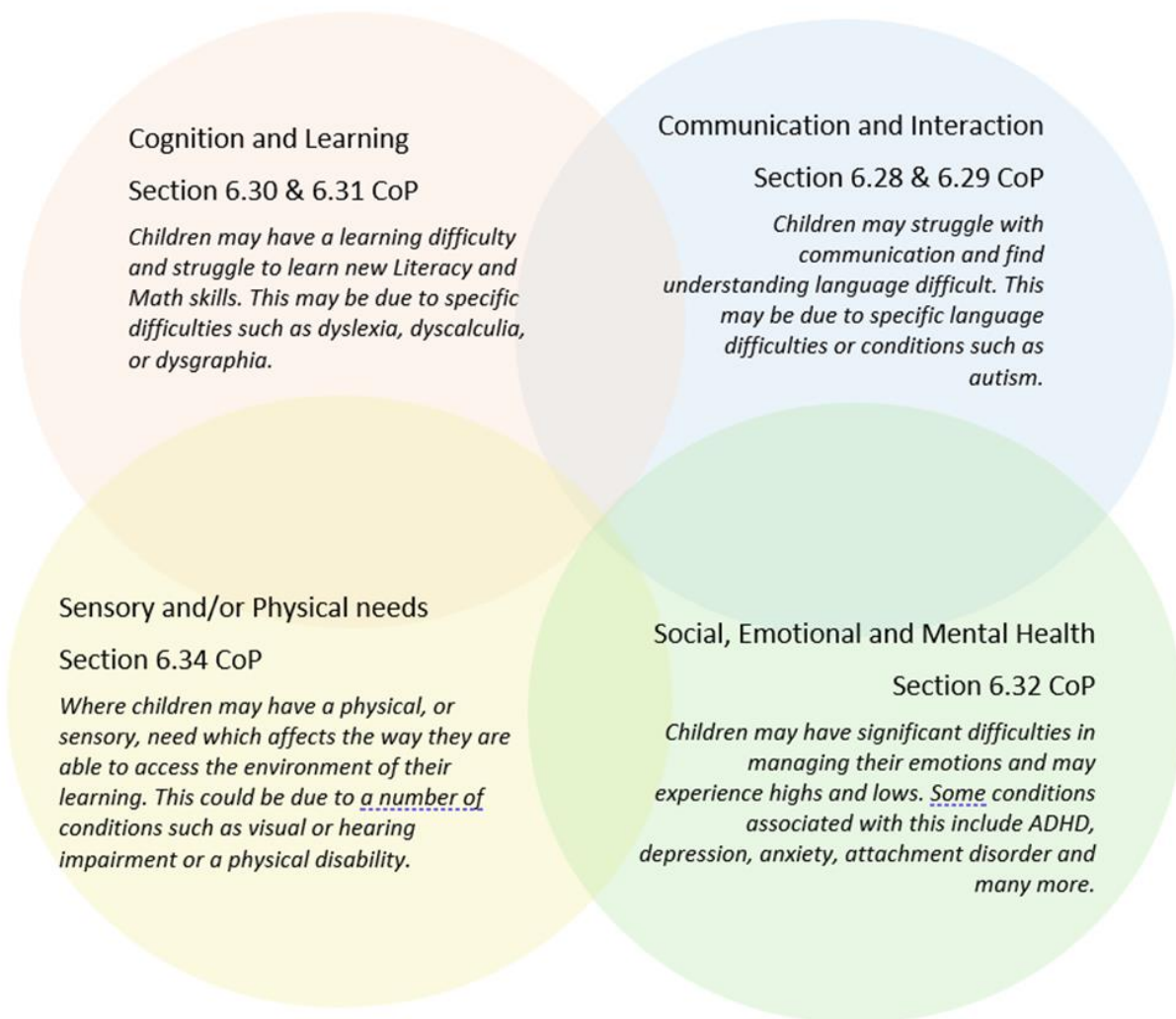
5. Contextual information

Due to the socio-economic position of St Mary's CEP, the school is subject to high levels of mobility, therefore our SEND register is changeable. Currently our provision supports on average 22% of the whole school, with these children identified as having a special educational need or disability and in receipt of a personalised plan.

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example: Autistic spectrum conditions and those with speech and language difficulties
- Cognition and learning, for example: dyslexia, dyspraxia, co-ordination difficulties
- 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
- Specific and multiple learning difficulties



5.2 Identifying pupils with SEND and assessing their needs

At St Mary's CEP, we believe that early identification of needs is essential and contributes to a fully inclusive school, in which children can make the progress they are capable of.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

1. Is significantly slower than that of their peers starting from the same baseline
2. Fails to match or better the child's previous rate of progress
3. Fails to close the attainment gap between the child and their peers
4. Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

We recognise that many pupils may have contributing factors to low attainment:

- a disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make expected progress
- attendance
- health and welfare
- English as an additional language
- being in receipt of Pupil Premium grant
- being a looked after child
- being a child of Service Personnel

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. We will 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.

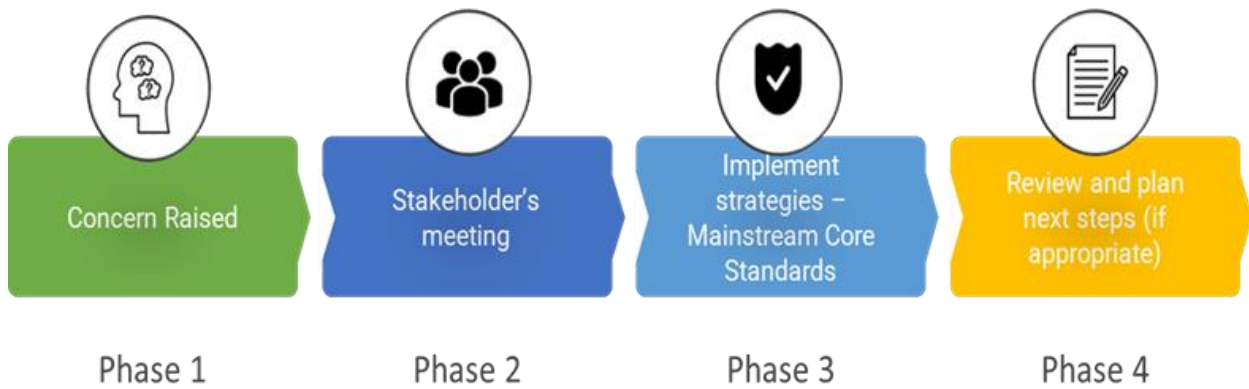
Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (link below).

[SEND_Code_of_Practice_January_2015.pdf \(publishing.service.gov.uk\)](#)

5.3 Consulting and involving pupils and parents / carers

At St Mary's CEP, we strive to work in partnership with parents, carers and educators. We have an 'open door' policy in which any concerns can be raised with school staff as they arise. Parents and carers are formally invited to attend two scheduled consultation evenings and are issued an end of year report. In addition, we meet with parents / carers six times a year to report on the progress of any pupils on our school SEND register. There is also a final review in Term 6.



Plans for the use of support will relate to a clear set of expected outcomes, which include relevant, challenging, developmental targets. In school, support will be planned and reviewed by the class teacher, in collaboration with parents, SENCO, and, where appropriate, the pupil themselves.

We foster high levels of communication with our families and welcome regular informal updates on pupils' progress and well-being.

At the beginning of Terms 1, 3 and 5 meetings are held to discuss and review your child's provision, targets and progress.

These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we consider the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are
- notes of these early discussions will be added to the pupil's record.
- we will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Pupils' on the SEND register have a personalised plan, detailing their individual provision, adaptations and measurable targets. They may also have individual behaviour plans and risk assessments in place, to support them whilst in school.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review** (see our SEND Policy for more information).

Class teachers will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

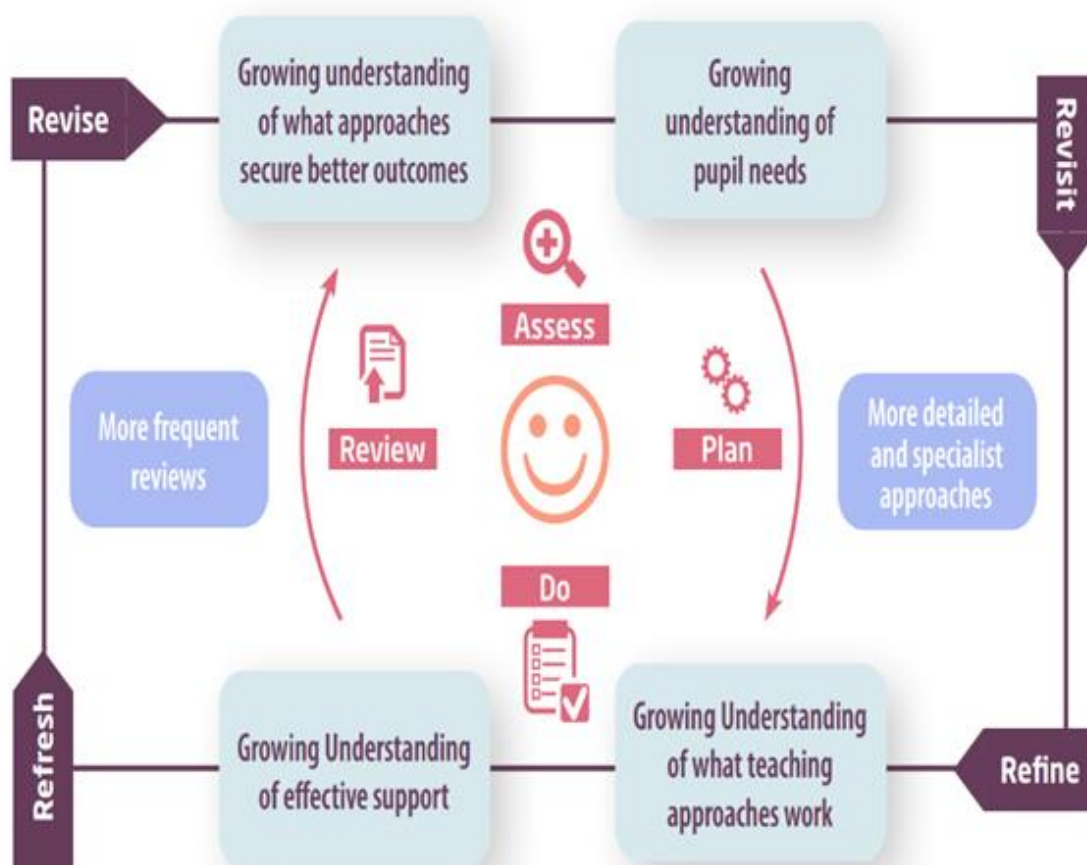
1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment or behaviour
3. Other teachers' assessments, where relevant

4. The individual's development in comparison to their peers and national data
5. The views and experience of parents
6. The pupil's own views
7. Advice from external support services, if relevant, e.g. specialist teachers, educational psychologist

The assessment will be reviewed regularly by our senior leadership team.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. Parents and carers are invited into school at least 3 times over the academic year and receive an end of year report.

The Graduated Approach:



We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this in line with [KCC and transition best practice](#).

For more information regarding admissions, please refer to our Admissions Policy and Supporting Children with Medical Needs Policy.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final review meeting of the year where the pupil's SEND is discussed
- Schedule lessons and transition opportunities with the incoming teacher towards the end of the summer term

Between phases (for primary schools)

The SENCO of the secondary school will meet at the secondary school transition meeting attended with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge

5.6 Our approach to teaching pupils with SEND

We want all children to value themselves, to recognise their qualities and use their abilities to make a positive impact on their learning and development as thoughtful, caring people with a mutual respect and tolerance of others.

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

High-quality teaching (*often referred to as Quality First Teaching*) is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. All classes have a universal offer of

provision as detailed in the [Mainstream core standards](#) and where adaptations are made teachers record this in a class provision map.

5.7 Adaptations to the curriculum and learning environment

At St Mary's CEP we understand the importance of removing any barriers to learning and ensure that all pupils can access our environment, curriculum and provision fairly. Further details about our accessibility can be found here: [Accessibility Plan](#)

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

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Flexible approaches to staffing, distributing knowledge and expertise
- Using recommended aids, such as technology, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ensuring fair accessibility through our planning and implementation of school activities

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as (but not limited to): Sensory circuits, Fizzy & Clever Hands, Language Through Colour, VERVE, Speech & Language Link, Zones of Regulation, Lego Therapy, Makaton and Attention Autism.

Teaching assistants will support pupils on a 1:1 basis when exceptional needs are identified.

Teaching assistants will support pupils in small groups as timetabled by their class teachers and SENCO.

We work with the following agencies to provide support for pupils with SEND:

- Specialist Teaching & Learning Services, Dover (STLS)
- LINK Therapists (NHS Speech & Language therapy services)

5.9 Expertise and training of staff

Ensuring staff knowledge and expertise is current and relevant is a key priority of our SEND provision. We ensure staff are supported to develop new skills or understanding by offering regular opportunities for CPD. Where a skilled work force is already in place, these members of our team will work closely with others ensuring that knowledge is shared.

Our SENCO has experience in this role, alternative provision teaching and primary school leadership.

They are allocated 3 days a week to manage SEND provision.

We have a higher-level teaching assistant (HLTA) who is trained to deliver SEND provision.

5.10 Securing equipment and facilities

Where equipment is needed to support the access and learning of pupils we will be led by professional advice and multidisciplinary care plans.

5.11 Evaluating the effectiveness of SEN provision

At St Mary's CEP, we understand the importance of evaluating the effectiveness of the provision for pupils with SEND, including the equipment and facilities to support pupils.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All pupils are encouraged to take part in community activities and events e.g. Sports Day, St Mary's CEP Church visits, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

5.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the School Council
- Pupils with SEND are also encouraged to be part of any after school groups and clubs to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying

5.14 Support for Looked-after and previously looked-after children with SEND

Mrs Debbie Morris our Family Liaison Officer will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

5.15 Working with other agencies

At St Mary's CEP, we work with multiple agencies and understand referral processes to access specialist services or support. We regularly work alongside the following:

- Specialist teaching and learning service
- Disabled Children's Service
- NHS professionals inclusive of NELFT & CAMHS
- Community Therapies including: Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Communication and Assistive Technology Team
- Membership of professional networks for SENCO

5.16 Concerns or Complaints about SEN provision

Concerns about SEND provision in our school should first be made to the class teacher and/or the SENCO in the first instance. If this concern remains unresolved, parents/ carers will be directed to the School's Complaint Policy and Procedures.

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:

- Suspensions

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

5.17 Contact details of support services for parents of pupils with SEND

At St Mary's CEP, we understand the importance of supporting the families of pupils with SEND and are aware of the central role parents and carers play in improving outcomes for their children. We share information and sign post through our regular newsletters, social media, coffee mornings and direct conversations with individuals. We are building networks of support in our local community, in addition where needed we are able to refer to Early Help, Home Start or KCC Front door services.

5.18 Contact details for raising concerns

The School Office

Telephone: 01304 206887

Email: office@stmarysprimary.net

5.19 The local authority local offer

Kent County Council local offer is published here: [Local Offer](#)

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is:

Information Advisory Service Kent <https://www.iask.org.uk/>

6. Monitoring arrangements

This information report will be reviewed by the SENCO, Charlotte Burkett, annually.

It will be reviewed and approved by the governing board.

7. Links with other policies and documents

This report links to the following documents which are published on our [school website](#).

- Accessibility plan

- SEND policy
- Behaviour policy
- Equality
- Supporting pupils with medical conditions policy
- Child protection and safeguarding policy
- Attendance and punctuality policy
- SEN & Disabilities Code of Practice 2015
- Mainstream Core Standards

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages