

Special Educational Needs (Information) Regulations Clause 65

Special Educational Needs Information Report for

St Martin's Church of England Voluntary Aided Primary School

All pupils at St Martin's Primary School are equally valued, regardless of whether they differ from their peers academically, physically, socially or emotionally. Our philosophy is to enable and encourage all pupils to have access to an inclusive, well-balanced and broad-based curriculum and to achieve their potential in a happy, secure and caring environment.

At St. Martin's, inclusive practice is characterised by the school's Christian tradition, which not only respects but also welcomes diversity. We welcome visits to the school when parents are making decisions about their child's education and liaise with previous schools and pre-school settings to facilitate the transition process. We actively develop partnerships between pupils, parents/carers, education practitioners and specialist service staff to give children the best possible education and a secure foundation for life.

Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities. Inclusive practice at St. Martin's is based on two core principles:

- Equality – all pupils should be equally valued regardless of their abilities, circumstances or behaviour.
- Entitlement – everyone is entitled to a broad, balanced and relevant education.

What should I do if I think my child may have special educational needs?

- At St Martin's Primary School, we understand the importance of working closely with parents and welcome open and honest dialogue about any aspects of your child's development. Your child's class teacher is usually the first point of contact for any concerns you may have about your child's education or wellbeing.
- The SENCo can answer more general questions you may have about special needs and can also be approached regarding individual concerns. Please talk to the class teacher, Senco or Administrative Officer to make an appointment.
- You may also contact the Headteacher about any matters concerning your child's education.

Mrs Sarah Evans is the school's Special Educational Needs Co-ordinator and can be contacted at adminoffice@st-martins.hants.sch.uk or by telephone on 01635 253489.

How does the school know if my child needs extra help?

- As a school, we use teacher assessment to measure children's attainment and progress against national expectations and to provide information for our termly discussions about the pupils in each class. All teachers at St. Martin's are involved in this cycle of assessment and planning which takes account of the wide range of abilities, aptitudes, interests and prior learning of the children.
- Most children will learn and make progress within these arrangements, but where a pupil's progress is causing concern more rigorous monitoring, assessment and intervention will take place. The class teacher will make an initial identification and inform the Special Educational Needs Coordinator (SENCo) and parents at the earliest opportunity to share concerns and enlist their support and participation.
- The SENCo will support the further assessment of the child and take the lead in coordinating additional or different provision within school to enable the child to make better progress. At times, the SENCo may request

support and advice from external agencies, in consultation with parents. This may involve more specialist assessments to inform planning and the measurement of a pupil's progress. New targets and strategies will be implemented by the class teacher based on the advice received from these external agencies.

- If a child's progress gives significant cause for concern, a request for statutory assessment is made by the school to the Local Education Authority.

How is the decision made about the type and amount of support my child will receive?

- We recognise that children with special educational needs will need different types and levels of support to achieve their potential while they are at St Martin's and that these needs may change over time. The class teacher and SENCo will meet with parents to discuss possible strategies and support that may be appropriate whilst also considering the learning of other pupils, with or without SEN in the school.

How will you involve my child in decisions about their education?

Independent learning was first established at St Martin's 20 years ago and continues to be a major strength of the school.

- This begins in our Reception Class where children ... In Year 1 & 2 children use a system of 'Plan, Do and Review' to plan their own learning and our 'Brave Days' throughout the school give all children an opportunity for extending their learning skills to carry out a small project. Alongside this we frequently discuss the attributes of a good learner and children are very familiar with the language they need to talk about their own learning.
- The school also has a system of target setting for writing and mathematics in which all children are involved.
- Additionally children with SEN are consulted about their progress against targets set out in Individual Education Plans (IEPs) and in setting new targets. Our IEPs are designed to be 'child friendly' and mainly written in language children can understand.
- If your child has an IPA (Inclusion Partnership Agreement) or EHCP (Education and Healthcare Plans), these will be reviewed annually with the parents and any professionals involved with the education and wellbeing of the child. The child's views will be sought before any review meetings and they may be asked to take part in the meeting by serving refreshments, showing some work they have done or making a short presentation.
- Parents will be informed of their right to have a 'named person' present during Special Educational Needs assessments and reviews.

How will the curriculum match my child's needs?

- Teachers at St Martin's plan an interesting and challenging curriculum using materials from the International Primary Curriculum, which recognises and caters for individual needs, abilities and aptitudes. We place equal value on intellectual, social, emotional, physical and creative development and believe each child deserves the opportunity to celebrate his/her achievements, within and outside of school, with others in our weekly 'Celebration Assembly'
- We track children's progress from entry in Year R through to the end of Year 6, using the foundation stage profile, national curriculum levels, reading and spelling ages and verbal and non-verbal reasoning scores. At our termly Pupil Progress meetings, the headteacher, SENCo and class teachers discuss any potential reasons why a pupil may not be making expected progress and plan the next steps for their learning. Sometimes behavioural, emotional and social difficulties may be preventing a child from learning and these aspects of development will also be discussed.
- Every class has a Learning Support Assistant working alongside the class teacher for at least four sessions per week. This support is mainly used for English and mathematics and may involve children being withdrawn in

small groups or individually to take part in a specific intervention or to support the teaching of different aspects of the curriculum, for example in phonics. The school also has a Special Needs Assistant who is well-qualified to teach children with specific learning difficulties and to manage different interventions. Children taking part in these interventions are withdrawn from lessons during the mornings or afternoons.

How will I know how my child is doing?

St Martin's has an 'open door' policy for meeting with parents.

- If you have any concerns about your child's progress or wellbeing at any time, you are always welcome in school. Class teachers may not be able to see you immediately, but will do their best to make an appointment within the next few days at a convenient time.
- Parents can make an appointment to speak to the SENCo or the Headteacher at any time by making an appointment with the relevant person or with the Admin Officer. The SENCo is often available at short notice on a Wednesday, but can be available on other days as necessary.
- We hold a formal parent's evening annually in February, following the mid-year report which outlines a pupil's progress in mathematics and English. Two informal 'Open Sessions' are held during the Autumn and Summer terms when parents can come and look at children's work.
- A longer, more detailed Annual Report is published at the end of the summer term.

How do you encourage parents to be involved in their child's education?

At St. Martin's partnership with parents is seen as essential. We believe that a positive relationship with parents has a beneficial impact on a pupil's progress and enjoyment in school. Our principles for effective partnership are:

- To acknowledge parents/carers as the prime and initial teachers of their children.
- To involve parents from the earliest stage of concern.
- To discuss and agree on the ways in which parents could support their child at home and to establish an effective system for regular home/school liaison.
- To encourage parents to be actively involved in their child's education.
- To hold parents' evenings regularly and to report to all parents at least annually.
- To assure parents of confidentiality at all times.

How will the school staff support my child's?

Teachers have a responsibility to consider individual needs for all the children in their class so that they can all access the curriculum.

- To enable the learning of all children teachers make appropriate adaptations or modifications where necessary and reasonable, in line with the SEN Code of Practice. A range of strategies, including adaptations to the physical environment, provision of aids, adult support and differentiation of the curriculum by task, expectations or outcome, will be considered and used where appropriate to provide an inclusive learning environment.
- Many children with special educational needs will have an Individual Education Plan (IEP), which sets out personalised next steps in learning. These plans set out short-term, realistic, achievable targets which are discussed and reviewed on a termly basis with parents and pupils and are implemented, as far as possible, in the normal classroom setting.
- Additionally a child may occasionally have a 'learning journal' which sets out longer-term objectives and achievements, providing a 'snapshot' of the pupil's time at St Martin's or a 'home-school' book which provides regular daily contact between the school and the family.

- Other children with behavioural or emotional difficulties may have an Individual Behaviour Management Plan which will clearly outline the support we are putting in place. As with IEPs, this will be reviewed regularly.
- Sometimes, the school may request advice from other professionals and outside agencies to support us in meeting a child's particular special educational needs.

What expertise or training do the staff supporting children with SEN have?

- The SENCo is a teacher with almost 20 years of teaching experience and 6 years experience of Special Educational Needs. She has a keen interest in SEN and reads widely around this subject keeping up-to-date with new initiatives and research. The SENCo has attended various County-led courses on SEN, including the annual meeting and conference. Through our links with Winchester University, the SENCo has been able to attend more specific training related to different disabilities and child protection. Attendance at the half-termly Cluster Group meetings and termly Basingstoke Group meetings provides opportunities for professional dialogue and training related to SEN.
- The SENCo regularly updates teaching staff with new initiatives and policy related to SEN and organises other training as required. Learning Support Assistants are encouraged to extend their knowledge of SEN through attendance at training courses or personal reading. One of our LSAs has a specialist dyslexia qualification.
- As a school we have access to outreach services from Maple Ridge Special School and Icknield Special School and this facility has been of particular support in the past.

What specialist services are available or accessed by the school?

Specialist support services play an important role in helping the school make appropriate provision for children with SEN.

- We would request support from an outside agency if, after a period of assessment and intervention a medical problem, learning difficulty or emotional, social or behavioural difficulty still remained. For some children joining the school, advice may be sought prior to the child starting the school.
- Specialist advice can be sought from various health professionals; school nurse, paediatric specialists, physiotherapists, speech and language therapists and occupational therapist or the Child and Adolescent Mental Health Service.
- In Hampshire, we can also seek advice from Educational Psychologists, Specialist Teacher Advisors, the Behaviour Support Team and Special School Outreach Teachers.
- From time-to-time the school may also seek training from other outside agencies or specialists within Hampshire or West Berkshire.

What support will there be for my child's overall wellbeing?

As a small, village, Church of England school, we consider the pastoral, medical and social needs of children to be of great importance.

- The school has a qualified Emotional Literacy Support Assistant who works with individual children for one session a week over a period of time to support their social development. Our rewards and sanctions policy and PSHE curriculum are designed to support children in developing good strategies for managing their own behaviour.
- We have a School Council with representatives from each class. All children are welcome to put their name forward for this role.

- Several members of the school staff are trained in First Aid and these staff members will administer medication where necessary. Occupational therapy, physiotherapy and speech therapy are carried out by our Learning Support Assistants, who will have received training from the relevant health professional.
- The SENCo is a qualified teacher with considerable knowledge of teaching pupils across the different primary age groups. She has attended various courses about the needs of pupils with different types of special need and has previous experience of supporting families and children with SEN.
- The school has links with many different agencies, for example outreach from local special schools, music therapy, health professionals, educational psychology and specialist teacher advisors.

How will my child be included in activities outside the school classroom: including school trips?

We actively encourage all children in the school to take part in sporting, musical and other activities within and outside the school day.

- We run a range of clubs during the school week covering activities such as choir, gymnastics, judo, French, cross country and netball in which children can take part. We also have an after-school club which runs until 5.45 pm. For details about these clubs, please read the weekly newsletter and speak to Mrs Hennessey.
- From time to time, a particular class or group will organise a visit to a place of interest, museum or theatre in which all pupils are included. A full risk assessment is carried out prior to any off-site activity, to ensure all participants are completely safe. If it is considered unsafe for a pupil to participate in an activity, alternative activities within school will be provided, covering the same broad learning intentions.
- In Year 5 or 6, pupils are invited to take part in a five-day residential experience. We encourage all pupils to join us for this week which takes place during the summer term. The focus of the trip varies from year to year, but generally involves outdoor adventurous activities and aspects of the geography, history and science curriculum. Any individual needs are discussed with parents and a decision made about adaptations which will be needed to include the pupil. Any pupils with their own individual risk assessments will be specifically named in any risk assessment for off-site activities.

How will the school prepare my child to join the school or transfer to a new setting or stage of education?

- Children joining the school in Reception visit the school several times, prior to starting school. 'Monday Funday' provides an opportunity for pre-school children and parents/carers to visit the school every Monday to make friends and get to know other children and parents. Children joining the school at other times will join us for our usual 'move-up' day at the end of the summer term or for a specific visit at other times during the year.
- For children with SEN we offer additional transition arrangements, for example, additional visits to familiarise themselves with the school, including an opportunity for the pupil to take photographs of the school and their new classroom. The SENCo and support staff will, wherever possible, visit the pupil in their current setting. Class teachers from both settings will meet to discuss provision prior to entry and, where appropriate, attend Annual Review meetings.
- When pupils transfer to a new setting, a similar process is followed with full liaison between the two settings. We also prepare a 'Transition Form' outlining key information about the child, test results, information about progress, strengths, difficulties and future targets. Parents are given the opportunity to contribute to the information passed on to the next setting.

How accessible is the school both indoors and outdoors?

Access to the school is by the main gate leading from the road. The path is flat and accessible to all and leads down a slope into the playground area. There is a further ramp up from the playground, for wheelchairs, leading into the school. The school classrooms are on one level. There is a disabled toilet.

Within the classroom, additional resources will be provided to enable pupils to access the curriculum. These may include individual visual timetables, coloured overlays for reading, stable pens, adapted scissors, wobble cushions, weighted blankets, writing slopes, individual work stations, stability steps, rest breaks, exercise breaks and extra time for specific interventions. We may also seek advice from and borrow resources from the specialist teacher advisors and other professionals as mentioned later in the report.

How are parents involved in the school and how can I get involved?

We have a very active Parent's Association raising money for the school and all parents are welcome to join this organization. The Parent's Association has a notice board on the outside of the school building as you approach the school.

The school welcomes parent volunteers in a variety of roles within school; accompanying us on school trips and nature walks, helping with classroom activities such as reading, art, cooking and computing or joining groups with a particular theme, such as 'Healthy Schools'.

A newsletter is sent home or emailed to parents each week outlining forthcoming events, news and contact numbers.

How will I know how the school provides for children with SEN?

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs, including inclusive practice. They ensure, through delegation to the Headteacher, that the SENCo, all teachers and Learning Support Assistants, are aware of the importance of providing for these children and that these children's needs have been made known to them. The Headteacher and SENCo have responsibility for the day to day management of provision for children with special educational needs and meet regularly to determine current and future priorities. The Governing Body monitors provision and reports to parents annually on the success of the school's policy for children with special educational needs.

How does the school respond to concerns about the provision made for my child?

Parents or carers should feel able to express their views and be confident that the school seeks to have a shared approach to any problems which may arise. An informal approach is nearly always the quickest and most effective way of resolving any concerns you may have. Our leaflet 'Sharing your concerns about your child's education' and the 'Complaints Policy' set out further procedures for complaints.

Who can I contact for further information?

The first point of contact for general enquiries is our Administrative Officer who will be able to help you.

If you wish to look at the school prior to your child joining us, you are welcome to visit at a time convenient to the Headteacher and yourselves. Separate meetings to discuss specific arrangements for transition or starting school can be made with the SENCo.

What other services are available in Hampshire for children with SEN?

Hampshire Parent Partnership Service provides impartial advice, information and support to parents/carers or children and young people with special educational needs. Their aim is to build partnerships between parents/carers, the local authority and schools. Their contact details are:

Telephone: 01962 845870

Email: enquiries.pps@hants.gov.uk

Website: www.hants.gov.uk/parentpartnership