



**St. Mary and St. Giles
Church of England
School**



SEND Information Report 2021-2022

Vision Statement

Our aim is for all to belong to a safe and happy community which celebrates diversity and differences. Our children will be well prepared for the next steps for their journey as responsible citizens. We aspire for all to flourish.

Every child is a gift from God – Psalm 127:3

At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.

SMSG is an inclusive school and offers a range of provision to support children with; cognition and learning, communication and interaction, sensory, medical and physical needs and social, emotional and mental health needs.

The range of support deployed will be tailored to individual needs following assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

What kinds of Special Educational Needs and Disabilities are provided for?

The Code of Practice (2014) explains that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is due to a significantly greater difficulty in learning than the majority of others of the same age or a disability which prevents or hinders him / her from making use of facilities of a kind generally provided for others of the same age.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs.

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs. This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for. We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.

How does our school identify children with Special Educational Needs and Disabilities?

At St Mary and St Giles Church of England School children are identified as having Special Educational Needs and/or Disabilities (SEND) through a variety of ways including:

- concerns raised by parents/carers, teaching staff or nursery/ previous schools;
- making limited progress, academically, socially or emotionally, even with targeted individualised support
- changes in the pupil's behaviour or poor self-esteem which impacts on learning;
- liaison with external professionals;
- a medical diagnosis;

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 all children are assessed against nationally set criteria to assess their progress against all areas of learning and development. It is through this process that children who are not making progress are identified by their teachers.

If you have any concern regarding your child's progress or well-being then please make an appointment to see your child's class teacher to discuss your concerns in the first instance. The class teacher will then direct you to Jo Atkins SENDCo who will meet with you, to discuss your concerns in further detail.

How does our school support children's needs?

Your child's class teacher, or the SENDCo, will contact you to let you know if there are any changes to your child's learning needs. You will be kept informed about your child's progress and their support in the following ways:

- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children. The curriculum is monitored by senior leaders throughout the school – this includes the Head, Kate Holland, and the school Governors.
- Should your child require additional support they may be included in an intervention group or specialist provision. This may be run by the class teacher or a teaching assistant. Alternatively, they may need small adaptations to support them with their learning in the classroom.
- Specific planned interventions may be provided for your child in consultation with the SENDCo. These interventions will be recorded on a provision map. The impact of interventions is reviewed regularly to ascertain the effectiveness of the provision and to inform future planning.
- Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, the school will put in place an SEN support plan and parents' consent will be required for the needs of their child to be discussed. This could then trigger the involvement of the relevant departments at the Milton Keynes Council SEND Team. For other external agencies such as Educational Psychologists, Speech and Language Therapists, parents' consent will initially be required and a consultation appointment will be arranged. The involvement of external agencies and the co-ordination of meetings is part of the role of the SENDCo.
- If your child has an Education, Health Care Plan, then parents are invited to planning, review and transition meetings as required. This process is co-ordinated by the class teacher and SENDCo.
- The Governors of St Mary and St Giles are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures. The Headteacher is responsible for the monitoring and correct administration of the Disclosure and Barring Service procedures and the School's Single Central Record. The Governors have appointed a Safeguarding Governor and ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They also monitor and review all statutory policies defined by the Department for Education (DFE).

How will you support and communicate with me to help my child?

- Your child's class teacher is usually available at the end of the day if you want to have an informal chat, but if you require a more detailed conversation, please make an appointment via the school office. Teachers will also make phone calls home if there is something they need to discuss, and you are not available at the end of the day.
- You will be kept informed of your child's progress through parent consultations, which are held twice a year, as well as via a report issued annually at the end of the summer term.
- Provision maps are written termly, and SEN Support plans updated. These outline the targeted and/or personalised provision in place for your child and will be sent home to you for your information, we welcome your contributions to these. This can be done with your child's class teacher and in consultation with the SENCo.
- Provision maps are reviewed regularly, and outcomes shared with you. Meetings can be arranged with your child's teacher and or the SENCo if further information is required. This can be done via the School Office.

What will the review process look like?

At St Mary and St Giles Church of England School teachers review your child's special educational needs regularly. Your child's provision map will be sent home termly to share with you the provisions in place and the intended outcomes of these. You will have the opportunity to comment on and contribute to these in collaboration with your child's class teacher and/or the SENDCo. Pupil voice will be gathered where this is considered appropriate.

If your child has an Education Health Care Plan, then parents are invited to planning, review and transition meetings as required. The school's SENCo, who is the provision lead for all children with Educational Health Care Plans, will be present, alongside the class teacher and parents within this meeting. Parents and the school team around the child will also be invited to the Annual Review. In addition, we always adopt an open-door policy and actively encourage any parent/carer to share any concerns, however small.

How will my child be prepared and supported during transition?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition.

When moving to another school:

We will contact the school SENCo and share information about special arrangements and support that has been in place for your child to help them achieve their learning goals. We will ensure that all records are passed on as soon as possible. The school may arrange additional transition support if appropriate.

When moving classes in school:

An information sharing meeting will take place with the new teacher. Opportunities to visit the new class/teacher will be provided.

Year 2-3 or 6-7 transition:

The SENDCo and/or class teacher will attend a Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. In some cases, additional multi-agency meetings may be

arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school to see your child in their current setting.

How will my child be taught within the school?

- All children are entitled to quality first teaching adapted to match their individual needs to enable them to access the curriculum. The approach to teaching and learning may be adapted to suit their individual needs.
- Class teachers and/or teaching assistants may be allocated to work with your child on a 1-1 basis or in a small group to target more specific needs.
- If appropriate, specialist equipment may be provided for your child e.g., writing slopes, coloured overlays, pen/pencil grips etc.
- In some cases, pupils may be referred to the Pastoral Lead, Lydia Read. She may offer work around self-esteem, friendship issues, protective behaviours, anxiety or emotional regulation.

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

Some children may require the curriculum to be adapted in order to remove any barriers that would prevent them from accessing lessons. We therefore find ways in which all pupils can take part in lessons and out-of-school activities. As a school we regularly review the way in which resources are matched to the needs of all the children.

As a school we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs.

Facilities at present include:

- Wide doors fitted to outside doors at the entrance to our buildings
- One toilet adapted for disabled use at south site
- Two toilets adapted for disabled use at north site
- Most door thresholds around the main buildings being level
- An electric stair lift in the main entrance of south site for access up and down the steps
- Disabled space marked out in the car park at south site
- Ramped level access from the car park to the main building at south site

More information can be found in the school's Accessibility policy and plan.

What training has been provided for staff at our school?

- All staff within the school receive access to regular training related to SEND, through the local authority and other local training providers.
- Safeguarding Training is provided annually for all staff.
- We provide our staff with specific training as the needs of the children arise.

How can specialist expertise be accessed?

At times it may be necessary to consult with external agencies to receive more specialised advice. These may include: -

- Educational Psychologists
- Speech and Language Therapists
- Outreach Teachers/TAs from Special Schools
- CAHMS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapists
- Physiotherapists
- School Nurse
- Health Visitor
- Children and Family Practices
- Specialist teachers from the Milton Keynes Council SEND Team

The SENDCo has achieved the Post Graduate National Award for Special Educational Needs Co-ordination and takes advantage of relevant up-to-date training to support carrying out the role.

How do we evaluate our practices within our school?

The Governing body, Headteacher, SENDCo and Assessment and Progress Lead hold all staff accountable for the provision and progress of those children within their cohorts who have additional needs.

We rigorously evaluate our provisions in place regularly through provision mapping. Each child's individual progress is evaluated, and provision is matched depending on their need.

Pupil progress reviews are held to evaluate the effectiveness of provisions and discuss the progress of groups and individual pupils.

Some children may need additional support, and this is evaluated and assessed regularly.

- Additional support is allocated according to the information provided by the previous school, parents, teachers, external agencies and monitoring the pupil's progress.
- Children with an Education Healthcare Plan will be allocated appropriate resources as specified. The class teacher will then carefully monitor progress in consultation with the SENDCo and this will be discussed at review meetings and pupil progress meetings. ^[SEP]
- The level and type of support and provision will be regularly reviewed, and the impact of this support considered.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, the class teacher, together with the SENDCo, will adjust the level of support accordingly.

How does the school ensure an inclusive environment for all?

At St Mary and St Giles, we work extremely hard to make sure children are fully included with their peers within learning experiences both inside and outside the classroom. Risk assessments are carried out and procedures put in place to enable all children to participate, wherever possible, in consultation with parents/carers. If a health and safety risk assessment suggest that an intensive level of 1:1 support is required or that an activity may not be suitable for a child, then this will be

discussed with the parents prior to the trip or activity. Every measure is taken to fully include every child as long as it is safe to do so.

How does the school support my child's wellbeing?

The school offers a variety of support for all pupils including those who may be experiencing emotional difficulties:

- Opportunities for children to talk with specific members of staff such as the Head Teacher, teachers, teaching assistants, Pastoral Lead, and Safeguarding team if they have any concerns they wish to discuss.
- Support from external agencies may be provided if deemed appropriate.
- Some children will have access to 1:1 or small group work to promote confidence and self-esteem run by the Pastoral Lead or year group teaching assistants.
- Some pupils may be chosen to be part of a social skills group run by a class teacher, a teaching assistant, Pastoral Lead or the SENDCo.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Regular contact and liaison with parents
- Transition support when transferring from one year group to another as well as to Secondary School
- Consistency of approach by all adults

How are school resources allocated and matched to children's SEND?

- The SEND Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need. Support for individual children would be decided upon after discussion with relevant parties.
- Support can be; staff training, physical aids, resources, Teaching Assistants, 1:1/small group specialist support.
- Specialist advice/support may be sought to support individual children.

What additional support is available for a child who is looked after by the Local Authority and Special Educational Needs and Disabilities?

Other professionals involved can be:

- A social care team – who support the family and engage with the school
- The virtual school – who provide schools with information, tools to raise attainment and training Additional financial support
- Pupil Premium Plus - additional funds to help school meet the needs of a child

Who do I contact if I need further support or information about the provision for my child?

If you have any concern regarding your child's progress or well-being then please make an appointment to see your child's class teacher to discuss your concerns in the first instance. The class teacher will then, if appropriate, direct you to the SENDCo Jo Atkins who will meet with you, to discuss your concerns in further detail.

Contact Details:

If you wish to discuss your child's education further or are unhappy with something regarding your child's schooling, please contact:

- firstly your child's class teacher 01908 562955 (south site), 01908 562186 (north site)
- Jo Atkins – SENDCo: jatkins@smsg.uk.com
- Adam Palmer – Headteacher: apalmer@smsg.uk.com

Local Authority Local Offer

What is The Local Offer?

The Local Offer has been introduced "as a local offer of all services available to support disabled children and children with SEND and their families. This easy-to-understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child."

What will it do?

The Milton Keynes Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regards to education, each educational environment will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group devised 15 questions, in consultation with parents/carers and other agencies, which reflect key concerns and interests. To help provide consistent and comparable information, these will be answered by agencies, schools and colleges to enable parents and carers to make decisions about how to best support their child's needs.

Milton Keynes Local Offer: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

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