




SEN Information Report 2022/23











SENCo: Lisa Thornicroft (lisathornicroft@charminster.dorset.sch.uk)

SEND Governor: Brian Boyes (brianboyes@charminster.dorset.sch.uk)

<p>1. What kinds of Special Educational Needs are provided for at St Mary's First School?</p> 	<p>At St Mary's First School we provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 :</p> <ul style="list-style-type: none"> ✓ Communication and interaction - speech and language difficulties, ASD (autistic spectrum difficulties) ✓ Cognition and learning - Specific learning difficulties - dyslexia, dyspraxia and Moderate learning difficulties ✓ Social, emotional and mental health difficulties - ADHD (attention deficit hyperactivity disorder) and attachment disorder ✓ Sensory, medical and physical needs -hearing impairment, vision impairment, sensory processing difficulties
<p>2. What are the school's policies for identification and assessment of pupils with SEN?</p> 	<p>Our assessment policy outlines the range of assessments regularly used in school. If, despite interventions, a child is making significantly slower progress than that of their peers starting at the same baseline or the child fails to match their previous rate of progress a child will be placed on the SEN register after discussion with the parents/carers and appropriate agencies.</p> <p>Pupils who are identified as having SEN, have their needs assessed through :</p> <ul style="list-style-type: none"> ✓ Feedback from teaching staff, teaching assistants and observations; ✓ Progress data, Year 1 Phonic screening, KS1 results and baseline testing ✓ Assessment, reports and reviews from external agencies
<p>3. What are the school's policies for making provision for children with SEN whether or not they have Education Health and Care Plans? a)How do we evaluate the effectiveness of provision for children with SEN</p> 	<p>Children are assessed at the start and end of an intervention to indicate progress that has been achieved. Children not making progress despite quality first teaching and interventions are discussed during progress meetings. Children of concern are discussed in Senior leadership meetings. Actions are then planned for the following term.</p>

<p>b) What are the arrangements for assessment and reviewing the progress of children with SEN?</p>	<p>Progress of SEN children will be discussed by the class teacher and Line manager during pupil progress meetings held each term.</p> <ul style="list-style-type: none"> ✓ Use of attainment and progress data for children with SEN as part of whole school tracking of children's progress in terms of Age Related Expectations (ARE) each term ✓ Targets on a child's provision map are reviewed and shared with parents each term. ✓ Use of pupil/parents interviews/questionnaires ✓ Children under Speech and Language/SENS are reviewed by the service <p>Children holding an EHC Plan will have an annual review, where a representative from all agencies involved with that child will be invited, interim reviews will be held if deemed necessary.</p>
<p>c) What is our approach to teaching pupils with SEN</p>	<p>Provision for SEN pupils includes :</p> <ul style="list-style-type: none"> ✓ Quality first teaching, with appropriate differentiation in place; ✓ Alternative ways of recording their ideas (ICT, photographs) ✓ Extra adult support in classrooms where appropriate; ✓ Time limited interventions programmes ✓ Personalised provision through adapted resources and interventions. ✓ Advice from external agencies (enlarging print, coloured overlays, position of children in the classroom
<p>d) How do we adapt the curriculum and learning environment?</p>	<p>The school always acts upon advice received from external agencies</p> <ul style="list-style-type: none"> ✓ Instructions broken into small steps ✓ Visual prompts ✓ positioning of children with hearing and vision difficulties within the classroom and use of aids as recommended; ✓ use of laptops ✓ use of coloured overlays ✓ use of sensory breaks, sensory cushions
<p>e) What additional support for learning is available for children with SEN?</p>	<p>Each class has a dedicated TA that supports children in lessons and runs interventions for that class. We also have TAs that run specialist interventions for children across all ranges in the school. Where appropriate, resources and equipment are provided to assist children access the curriculum.</p>
<p>f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?</p>	<p>All extra curricular clubs, Breakfast Club and Stay and Play are available for all our children. A 2 night Residential trip is offered to all children in Year 4</p>

<p>g) What support is available for improving the emotional and social development of children with SEN?</p>	<p>Pupils are well supported by :</p> <ul style="list-style-type: none"> ✓ An anti-bullying policy with contributions from all members of the school community ✓ The SCARF PSHE programme of work followed by all classes. ✓ Sensory group ✓ Outdoor learning intervention (Forest School) ✓ One trained ELSA. They support children with programmes such as friendship issues, anger management, self-esteem building ✓ Targeted nurture support for individual pupils. ✓ Playtime club
<p>5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?</p>	 <ul style="list-style-type: none"> ✓ SENCo has SENCo qualification (Diplomas Masters Ph.d) ✓ TAs trained to deliver a range of effective interventions, First and Second Class Maths, Reading Recovery, Precision teaching, ✓ Individual training re : Speech and Language, ADHD, ASD, PDA, Attachment awareness specific learning difficulties; Team teach. Lego therapy <p>Specialist expertise engaged from external services - SENSS, Educational psychologist (during EHCP process), Behaviour support, Outreach from local special school, Hearing and Vision support service</p>
<p>6. How is equipment and facilities to support children with SEN secured?</p>	 <ul style="list-style-type: none"> ✓ Discussion during Senior Leadership budget meetings ✓ discussion with specialist agencies involved ✓ through discussion with parents ✓ through discussion with teachers <p>Our school's Accessibility Plan (available on the website) outlines adaptations that can be made to the building to meet particular needs, if they arise.</p>
<p>7. What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?</p>	<p>We have a parent evening each term to discuss the progress of all children, where targets and provision maps will be shared. Teachers are available before and after school to discuss small concerns. The teacher will feed this back to the SENCo and a meeting can be arranged if needed. If a child is to have an intervention parents will be informed either through a letter or meeting. For some interventions the TA running the group will offer an opportunity to discuss the programme with parents. Please get in contact if there are any concerns or questions regarding interventions and how you can support your child.</p> 

 <p>8. What are the arrangements for consulting children with SEN about and involving them in their education?</p>	<p>Children on our SEN register are asked to complete a questionnaire about what they think they are good at or need to work on in school. This will be performed in a way appropriate to the child. For any child with an EHC Plan, during the Annual Review, the child is invited to attend, choose some music and share some of their work.</p>
 <p>9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning provision made at school?</p>	<p>It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our complaint procedure can be found on the school website. If you have a complaint, please first talk to your child's teacher. - If you feel it is still unresolved please speak to the SENCo and then the Head Teacher. If the matter remains unresolved please contact our Chair of Governors (Lyn Paine)</p>
<p>10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils?</p> 	<p>External support services play an important part in helping school identify, assess and make provision for pupils with SEN. The school is supported by Educational Psychologist (Rosie Pengelly) SENSS (Madeline Preston) Speech and Language Service (Sarah Mills & supported by Jemma Williams) Hearing Support Service (Michelle Christopher) Vision Support Service (Angie Rolf). The school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN. Our School Nurses (Maria Waters/Natalie Gardner) can offer support with medical needs. Get in contact with our PSA Karen Bennett if you would like support from this team.</p>
<p>11. What are the contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with section 32.</p>	<p>Parent Support Advisor - Karen Bennett karenbennett@charminster.dorset.sch.uk Dorset SENDIASS SEND Information, Advice and Support Service for Dorchester Helen Ciorra helen.ciorra@dorsetcouncil.gov.uk Tel: 07771 181563 dorset.sendiass@family-action.org.uk Dorset Parent Carer Council (run by parents of children with disabilities) 07827 793 244 dpcc@dorsetparentcarercouncil.co.uk</p> 
 <p>12. What are the contact details of support services for supporting children with SEN in transferring between phases of education?</p>	<p>We have a transition programme in place for the move from Pre school with regular visits to the school and visits to the home. There is a learning transition mentor, Helen Pegram, who works between St Mary's and St Osmund's middle school. (hpegram@stosmunds.dorset.sch.uk) We have transfer meetings to pass on information/paperwork about SEND children with our local pre school and middle school prior to their move.</p>

13. Where is the Local Authority's Local offer published?	Dorset local offer : 
---	--

Glossary

EHC plan	Education, Health and Care plan
ELSA	Emotional Literacy Support Assistant
IEP	Individual Education Plan
KS1	Key Stage 1 (Year 1-2)
KS2	Key Stage 2 (Year 3-6)
Provision map	A document that shows the provision that a child is receiving
PSHE	Personal Social and Health Education.
SEN	Special Educational Need
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SENSS	Special Educational Needs Support Service
TA	Teaching Assistant