

# **St Martin's CE Primary School SEND Information Report**

## **2023 - 2024**

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## Introduction

St Martin's CE Primary School is one form entry, mainstream school in Salisbury, which offers education for children from EYFS to Year 6. Our vision is to equip our children to take great pride in themselves, be kind and respectful, aspiring to be the best they can, and through independence and resilience, foster a life-long love of learning.

We celebrate the uniqueness and individuality of every child, recognising that some of our children begin their learning with us at different starting points, this is something that we are well equipped to support.

Our school SENDCo is Mrs McManus.

## What kinds of SEND are supported at St Martin's CE Primary School?

St Martin's CE Primary School is a mainstream school, with a commitment to inclusive practice, we recognise that children learn at different rates and that there are many factors affecting attainment and progress. At St Martin's CE Primary School, we aim to identify problems as early as possible, and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling.

Areas in which pupils may need support include:

### Communication and interaction

Children may have difficulty in communicating with others. They may have difficulty saying what they want, understanding others or understanding or using the social rules of communication. Children with Autism or Asperger's may have difficulty with communication and relating to others.

### Cognition and learning

Learning difficulties cover a wide range of needs and severity of needs. Some children will need support in one area while others may need support in many areas of the curriculum. Others may have a specific learning difficulty such as Dyslexia, Dyscalculia or Dyspraxia.

### Social, emotional and mental health difficulties

There is a wide range of social and emotional difficulties which can result in children becoming isolated and withdrawn or perhaps displaying challenging or disturbing behaviour. Some children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder or anxiety.

### Sensory and or physical needs

Some children may have a disability which prevents or hinders them from accessing the curriculum and school facilities in the same way as other children. Hearing and vision impairment, epilepsy and processing difficulties are examples of this. Children may require additional support and equipment.

### How do I seek support, if I believe my child may have SEND?

We encourage parents to communicate any concerns initially to their child's class teacher, who will then discuss with you the next steps and how we will move forward to support your child.

## How do we identify and assess a child as having SEND?

At St Martin's CE Primary School we have a structured process in place, which enables us to make timely assessments of children's needs and respond to them accordingly. If a child is identified as having difficulties in one or more areas of their learning, the class teacher will alert the SENDCo to their concerns and then seek to monitor the child's progress. During this period of monitoring, high quality teaching, differentiation, adaptations within the classroom and observations will help to support the child and better establish a clear picture of their needs. During this information gathering stage, parents will be notified of the work we are completing and involved in discussions regarding moving forwards.

Some of the work completed during the information gathering stage may include:

- Liaison with any previous schools/settings.
- Reviewing performance data.
- Class-based observations.
- Liaison with external agencies such as the EP, Speech and Language Therapist or Occupational Therapist.
- Health diagnosis through the Paediatrician, School Nurse or CAMHS.

Following the initial information gathering, if it is still felt that a child requires targeted support, that is over and above the provision within class, they may be identified as having special educational needs and disabilities (SEND), this will involve them going onto the SEN register and receiving a tailored support plan.

## How do you evaluate the effectiveness of provision for pupils with SEND?

If your child is identified as having SEND, we will put together a Support and Achievement Plan (SAP), which details the additional support that they will be receiving both within and outside of the classroom. If your child has an EHCP (Education Health Care Plan) or a Statement of Special Educational Needs, we will put provision in place as outlined in that plan. Class teachers, monitor pupils' progress regularly and monitor how your child is progressing, this coordinated and overseen by the SENDCo; Governors and Subject Leaders are also involved in this monitoring process. Termly meetings are then held with parents, to discuss their child's progress and next steps.

## Who will explain the SAP to me?

The class teacher will discuss your child's needs, support and progress at teacher parent meetings and specific SAP meetings. The class teacher will discuss targets that have been successfully achieved and new targets set or the support that you can give at home.

Parents/carers can ask for a meeting with the class teacher at any time, an appointment can be made through the class teacher or the school office.

## How will my child with SEND be taught, and how will the curriculum be adapted?

High quality teaching underpins our strategy for supporting our pupils, both with and without SEND. Through thorough planning, clear targets, and differentiation of task design, pupils are able to make good or better progress within their lessons. All children with special educational needs and disabilities will have access to the appropriate resources within lessons, that will support this progress.

If a child has difficulties with managing their behaviour in class, an individual behaviour management plan (IBMP) may be written, this will help to identify the specific barriers and challenges for the child and put strategies and support in place, to enable progress in this area.

We will also involve external agencies to support the school in using strategies and resources to help support the child and parents/carers, e.g. Behaviour Support Service, Early Help or Outreach Support.

## What additional support is available for my child?

Our staff are trained in a wide range of interventions, all of which are used to support our children with SEND.

Speech, Language and Communication needs are supported across the school by our LSAs. We also use the NHS Speech and Language Therapist to support children in this area.

Across school, children are supported with their gross and fine motor skills, and if children have therapy programmes written by the Occupational Therapist these are delivered by a member of school staff.

The school has two fully trained ELSAs (Emotional Literacy Support Assistants), who are Mrs Smith and Mr Adlam.

## What support will there be for my child's overall well-being?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the class teacher would be the parents/carers 'first point of contact.' If further support is required, the class teacher liaises with the SENDCo for further advice and support. They may work alongside outside agencies such as Health, Social Services, the Behaviour Support Service and the Educational Psychologist.

All staff are aware of vulnerable children in their class and can support their needs. Sometimes they may need support of the SENDCo, ELSA, Behaviour Support or Outreach but this is always discussed with the parents/carers first.

If a child has a medical need or physical need that is supported with medication, specialist equipment or resources then the class teacher will discuss a health care plan with the parents/carers to meet the child's need in school.

## What training is provided for staff supporting children and young people with SEND?

Appropriate Continued Professional Development is provided to staff in order to support the needs of SEND children within our school. Specialist expertise is obtained by the school by engaging professional advice as necessary.

## How will my child be included in activities outside the classroom?

All children are included in all parts of the school curriculum and we aim for all the children to be included on school trips. We will ensure we provide the necessary support for all children to participate in trips. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

## How accessible is your education setting?

- We have easy to access parking, which can be reserved for those requiring a disabled bay.
- The school has a disabled toilet.
- The school environment is wheelchair accessible and the doors are wide enough to accommodate a wheelchair or frame.

## How are parents/carers of children with SEND involved in the education of their child?

- The school provides an opportunity to meet your class teacher every term, but you can also make an appointment to meet with either the class teacher or SENCO to discuss how your child is getting on. They can also offer advice and practical ways that you can help your child at home.
- Your child will have individual targets, these will be discussed with you on a regular basis. These targets will be reviewed regularly and updated by the class teacher.
- If your child has complex needs then they may have an Education, Health and Care Plan (EHCP.) This means that an annual review will take place to discuss your child's progress and a report will be written.

## What steps should I take if I have a concern about the schools SEND provision?

We take pride in our positive relationship with our parents, so we hope that if you had any concerns that you would contact your child's class teacher or the school's SENDCo. Should you feel that your concern has not been addressed, we would encourage you to contact the Headteacher, Mrs McManus. If you still feel that your concerns are not resolved to your satisfaction, you can follow the complaints policy, which can be located on the school website.

## How will the school prepare and support my child to transition into the school or out of the school?

### **Transition in**

- We encourage all new children to visit the school prior to starting.
- We can offer a transition booklet for the child and a 'keeping in mind' postcard if the move is not instant.
- We always welcome the children into their new class by introducing the children and the adults to them.
- We offer a buddy for the child to support the development of positive relationships.

### **Transition out**

- We have a close working relationship with all local secondary schools and ensure that we meet to discuss all of our children that are moving on to them.
- If the child needs further support we may organise for early visits to the school with known adults who will show the children their classrooms and enable them to meet key adults at their new school. We may also offer the children social stories or transition books to support the child in their new school.
- If your child has complex needs, then a Transition Partnership Agreement or Annual Review will be used at a transition planning meeting.
- If we have organised a Transition Partnership Agreement then we will meet with staff in the Autumn Term to review support and discuss any concerns.



## Where can I get further information about services for my child/ young person?

- The first point of contact should be your child's class teacher. If the class teacher is unable to deal with your concern or query, they may involve the SENDCos – Mr McBride or Mrs McManus .
- You can also find information about what Wiltshire can offer on <https://localoffer.wiltshire.gov.uk/>
- SENDIAS also offer free and impartial advice and support to parents of children with SEND  
<https://www.kids.org.uk/wisa>

## Who should I contact if I am thinking about enrolling my child with SEND?

Contact the school admin office to arrange a meeting and a tour of the school, via their email address [admin@smartins.dsat.org.uk](mailto:admin@smartins.dsat.org.uk) or on 01722 554300; please inform them at the time that your child has SEND. You will then be offered a visit around the school, which will give you the opportunity to ask any questions from the SENDCo, and complete the relevant paperwork.