



SEND Information Report

At St. Mary's School we aim to:

- Create a caring Christian community in which everyone is valued and able to learn and grow together;
- Inspire all our children to develop enquiring minds and a lifelong love of learning;
- Release potential through a broad and creative curriculum;
- Sustain an environment in which independence, respect and resilience will flourish;
- Nurture strong relationships between home, school, church and the wider community;
- Empower the children to become responsible local, national and global citizens.

"Be the best I can in the love of Christ"

St Mary's C of E Primary School, Horsham
SEND Information Report
 Published November 2017

This SEND Information Report complies with the Special Educational Needs and Disability Regulations 2014, Regulation 51 and Schedule 1

1	<p>How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs? (Schedule 1: Point 2)</p>	<p>The school has an SEND policy which can be found on the school website: www.stmarysschoolhorsham.co.uk The SENCo is Miss K. Fandrejewski Contact information: (via the school office) office@st-marys-horsham.w-sussex.sch.uk or 01403 265999</p> <ul style="list-style-type: none"> • We have rigorous monitoring in place that tracks the progress our learners make. • Writing, reading and maths are continually assessed and data collected at least termly by class teachers. The impact of which is evaluated by class teachers, the SENCo and the Headteacher. • When a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and, where appropriate, the pupil concerned. The SENCo will guide this process to ensure that there is always a clear focus for interventions. • Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment to identify additional needs. Staff use the assess, plan, do, review cycle in planning provision for SEND pupils. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. If there are still concerns after this, they should make an appointment to see the SENCo.
2	<p>How will early years setting/school/ college staff support my child/young person? (Schedule 1: Points 2 and 3c,d,e)</p>	<p>We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> ○ Cognition and Learning ○ Communication and Interaction ○ Social, Emotional and Mental Health

		<ul style="list-style-type: none"> ○ Sensory and/or Physical • We make best endeavours to our practices so as to comply with the Equality Act (2010). • We adopt a graduated approach to meet the needs of our learners. • Through Quality First Teaching our staff include all children not just those with SEND. • We take a holistic school approach to supporting learners through our strong pastoral care systems. • When the school identifies the need for additional support, intervention is put in place to support the pupil. • Interventions may include working in small groups with adult support or working one to one in a specific area of learning. • We monitor the impact of interventions through observations, pupil progress meetings and by tracking pupil progress. • Our SENCo and SEN Teacher lead on interventions, ensuring that there is a clear focus and the Headteacher supports the evaluation process and shares this information with governors.
3	<p>How will the curriculum be matched to my child's/young person's needs? (Schedule 1: Point 3a,b)</p>	<ul style="list-style-type: none"> • Teachers differentiate to meet the needs of pupils by looking at the next steps in their learning. • Teachers also consider the pupils' learning styles and will aim to deliver lessons that can be easily accessed by all. • Monitoring takes place to ensure all children have access to the curriculum which takes place both in the classroom and outside in the grounds. • Outside agencies are consulted when more specific adaptations are required.
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning? (Schedule 1: Point 7)</p>	<ul style="list-style-type: none"> • Parents/carers are invited to an Individual Learning Plan (ILP) meeting, three times each year, to discuss the support that the school is providing and how they can help their child at home. • At this meeting staff will talk about the progress your child is making and how their attainment looks in relation to age related expectations. We will also share ideas about how we can work together to help them to do even better. • Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. • Annual reports are sent home at the end of each academic year, interim reports are sent home in the autumn term. • Generic updates on the curriculum are shared though our newsletter and/or website.

5	<p>What support will there be for my child's/young person's overall wellbeing? (Schedule 1: Point 3g)</p>	<p>Support is available for improving the emotion, mental and social development of all pupils through a range of strategies:</p> <ul style="list-style-type: none"> • All our staff provide a high standard of pastoral support. • A small group of staff are trained to support medical needs and a larger number have undergone basic First Aid training. • We have a medical policy in place and office staff administer medicines in agreement with parents. • Where there are specific medical needs, a small team of staff, who work most closely with the pupil, will access more specialised training to ensure that we are able to keep the child safe. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • Pupils have the opportunity to voice their opinions through School Council, PSHCE lessons, etc. • Some children have a named adult they can go to when needed. • Where appropriate, concerns are shared with relevant staff and confidentiality is adhered to at all times.
6	<p>What specialist services and expertise are available at or accessed by the setting/school/college? (Schedule 1: Points 5 and 10)</p>	<ul style="list-style-type: none"> • Our staff receive training and our teachers all hold qualified teacher status. • We have a number of established relationships with professionals in health, social care and other outside agencies. • We are part of a local partnership of schools and work together to access support from outside agencies. • All external partners we work with are vetted in terms of safeguarding.
7	<p>What training are the staff supporting children and young people with SEND had or are having? (Schedule 1: Point 5)</p>	<ul style="list-style-type: none"> • Our SENCo attends appropriate courses and conferences to keep abreast of changes within SEND. This is then disseminated to staff. • Our SENCo regularly attends the West Horsham Schools' SENCo network meetings in order to keep up to date with local and national updates in SEND. • Our SENCo is currently studying for the PGCiPP: National Award for Special Educational Needs Coordination. • Staff are offered a variety of training opportunities for Autism (ASD), first aid, child protection, etc. • Staff receive appropriate training to support pupils with medical needs e.g. epilepsy, asthma, EpiPen, etc.

8	<p>How will my child/young person be included in activities outside the classroom including school trips? (Schedule 1: Point 3f)</p>	<ul style="list-style-type: none"> • We are an inclusive school and promote the involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. • We make best endeavours so that all learners can join in with activities regardless of their needs.
9	<p>How accessible is the setting/school/college environment? (Schedule 1: Point 6)</p>	<ul style="list-style-type: none"> • We have an Accessibility Plan in place. Our policy and practice adheres to the Equality Act 2010. • We are vigilant about making best endeavours, where possible.
10	<p>How will the setting/school/college prepare and support my child/young person to join the setting/school/college, transfer to a new setting/school/college or the next stage of education and life? (Schedule 1: Point 12)</p>	<ul style="list-style-type: none"> • We have a robust Induction programme in place for welcoming new pupils to our setting. • EYFS staff visit pre-school settings and 'Visiting Days' are planned in for pupils new to the school if deemed necessary by the parents/carers. • For pupils with known Special Educational needs, the SENCo will visit the pre-school/previous school setting, where possible, in advance of admission to St Mary's. • We have very good relationships with the local secondary schools that our children move onto.
11	<p>How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs? (Schedule 1: Points 3e and 6)</p>	<ul style="list-style-type: none"> • The SENCo and Senior Leadership Team monitor provision through learning walks, talking to children, data analysis and scrutiny of books. • Budgets are closely monitored and aligned to the School Development Plan (SDP). • Pupils with an EHCP receive support as specified in their plan. • Pupils with additional needs are supported where it is essential in order to ensure quality learning for them and for others. • This additional support is monitored and adjusted carefully, so that the benefits are maximised. • The SEND Governor meets at least termly with the SENCo and feeds back to the full board so they are able to make informed decisions regarding the resources allocated to the school to meet the needs of SEND pupils.
12	<p>How is the decision made about what type and how much support my child/</p>	<ul style="list-style-type: none"> • Working with the child, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action. • One page profiles are co-produced with learners and their families so that teaching

	young person will receive? (Schedule 1: Point 8)	<p>staff have a clear overview of the whole child. We feel it is important to have the views of the learners so they feel involved in their learning.</p> <ul style="list-style-type: none"> • Interventions are monitored and evaluated. Outcomes are defined at the start of any intervention. • The SENCo and SEN Teacher oversee additional support with the Headteacher. • External services also offer advice and support where needed.
13	How are parents involved in the setting/ school/college? How can I be involved? (Schedule 1: Point 7)	<ul style="list-style-type: none"> • We whole-heartedly believe in partnering parents in a two-way dialogue to support a pupil's learning, needs and aspirations. • We operate an open door policy. • We take every opportunity to strengthen this dialogue. • Parents are involved in many volunteer roles within the school and there is a thriving and pro-active Home School Association (HAS). • We regularly invite parents in to share their own expertise to enrich curriculum. • Our Governing Body includes Parent Governors/representatives.
14	How well did SEND pupils do in 2016?	<p>SEND Attainment Summary - 2017</p> <p>Key Stage 2 - Year 6</p> <ul style="list-style-type: none"> • 9/30 (30%) pupils were on the SEND register • 33% of SEND pupils achieved the expected standard in Mathematics • 78% of SEND pupils achieved the expected standard in Reading • 22% of SEND pupils achieved the expected standard in Writing • 56% of SEND pupils achieved the expected standard in Grammar, Punctuation and Spelling <p>Key Stage 1 - Year 2</p> <ul style="list-style-type: none"> • 5/30 (17%) pupils on SEND register • 0% of SEND pupils achieved the expected standard in Reading • 0% of SEND pupils achieved the expected standard in Writing • 0% of SEND pupils achieved the expected standard in Mathematics
15	Who can I contact for further information? (Schedule 1: Points 4, 9, 11 and 13)	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child's class teacher. • Further information and support can be obtained from the school's SENCo, Miss K. Fandrejewski. <p>Contact information: (via the school office) office@st-marys-horsham.w-sussex.sch.uk or 01403 265999</p> <ul style="list-style-type: none"> • The schools complaints procedure can be found at http://stmarysschoolhorsham.co.uk/policies-and-forms

	<ul style="list-style-type: none">• Parents can also seek external advice through SENDIASS Contact information: https://westsussex.local-offer.org/services/7 or 03302 228 555 <ul style="list-style-type: none">• Further information about services in West Sussex can be found on the Local Offer: https://westsussex.local-offer.org/
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