



SEND report 2019-20

Our vision is for all our children:



At St Margaret's, we embrace the fact that every child is unique and therefore, the educational needs of every child is different. This is certainly the case for children with Special Educational Needs. ***In line with Section 69 of the Children's and Families Act 2014***, we look at the educational needs SEND pupils and in liaison with all other professionals involved plan a comprehensive learning package, which allows for measurable learning opportunities to be put in place. This means that the pupil and all adults involved will meet to plan the educational provision best suited to the needs of the individual pupil. We will endeavour to work closely with parents to ensure that their child receives the very best educational experience we can offer.

- Pupils and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the pupil's progress.
- Education, health and care plans (EHCP) replace statements of special educational needs.
- School Action and School Action Plus has been replaced by a single school-based category for pupils who need extra support (SEN support).

In line with the Equality Act 2010, and our Equal Opportunities Policy, every pupil is provided with equal opportunity to access all aspects of the curriculum. The School building is low level apart from two classrooms. We have disabled parking and accessible entrances and exits for wheelchairs.

At St Margaret's, all learners are entitled to extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all.

At different times in their school life, a child or young person may have a special educational need. **The Code of Practice 2015** defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*



Where pupils' progress is significantly below age related expectations, despite high quality teaching, targeted at specific areas of difficulty, provision of SEN support will be individually planned.

Once the school has identified the needs of SEND pupils, the Inclusion leader, Head teacher class teacher and parents decide the appropriate provision.

Monitoring Pupils' Progress

We have a system to track and monitor pupil's progress using an electronic database and progress tracker. Through day to day teaching and learning, pupils are continually assessed and teachers' planning responds to this. More in depth assessments may be required. Some of these can be carried out by the SENCO and sometimes we ask external agencies to carry these out. This is particularly is the case for applying for an Education, Health and Care Plan).

- Currently there no children with an EHCP (Educational Health Care Plan)
- 5 children on the SEN register
- 8 children attend Play Therapy
- 12 children receive Speaking and Listening sessions

St Margaret's Intervention Provision:

- Introduction of the school's wellness room
- Sensory circuits resources
- Literacy and Numeracy small group interventions
- Group comprehension activities
- Group reading to increase a love of reading
- Extra 1:1 reading for targeted vulnerable children
- Precision teaching/personalised learning
- Junior Booster Sessions
- Play Therapist supporting Mental Health - emotional needs and Well-being
- Teaching Assistants supporting Speaking and Listening in small groups

Local Authority provision available:

- School's SEN advisor
- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Drumbeat Advisory services

This year we were asked by the local authority SEN advisor to share good practice with other schools. This was planned for the summer term, due to Lockdown this will happen in the autumn term.

The school identifies the needs of SEN pupils on the whole school provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, ensuring the needs of children are met and resources are deployed as effectively. Support staff meet with the Inclusion leader each half term to discuss Professional Development and good practice within the classroom.



Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible. Planning for transition to secondary school takes place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Terri Bushell (Inclusion leader) to discuss your concerns.