



The 7 Areas of SEN at St Mary's C of E



Every leader a leader of SEN.



St Mary's C of E School

*"Don't let anyone look down on you because you are young.
Be an example to all believers, in what you say, in the way
you live, in your love, your faith and your purity."*

1 Timothy 4:12

Ambitious leaders of all pupils.

At St Mary's, every leader shares the same ethos of 'every leader is a leader of SEN'. As part of this, each subject leader has created a [document](#) to demonstrate how every child will be supported to access the curriculum and details provisions that can be put in place to support a variety of needs as part of their quality first teaching.

A dedicated SEN team has been created to oversee SEN provision across the school and to support staff in setting ambitious, SMART targets for all pupils. The SENCo has recently completed an Early Years SENCo qualification to further support the early identification and provision for Key Stage 1 children and children with complex SEN needs. This is an addition to regular SENCo network meetings to ensure that they have the most up to date information. Our SENCo has also been invited to sit on the SEN CAPH panel. The team has created two bespoke engagement curriculums for individuals with complex needs and arranged further alternative provision for three children to ensure they experience success at school.

Our ambitious attitude to supporting all pupils is embedded within our school's action plan and ensuring our most vulnerable pupils make progress in line, or greater than, their peers is highlighted within this.

The headteacher, who has a SENCo background and qualification, supports all leaders by ensuring time is provided to support the increasing SEN need within schools. The SEN team meet regularly to evaluate provision and review the action plan. Subject leaders are also provided with time to assess and develop ways of supporting all children within their subjects.

The SEN team organise high quality training appropriate to the needs identified across the school. This includes organising outside agencies to provide professional development opportunities for all staff. Regular staff meeting time is provided to ensure that knowledge and skills of all staff remain up to date and effective strategies can be shared between staff, including at transition points. As well as class teachers, teaching assistants are invited to further training opportunities and are provided with regular training sessions during assemblies to continue to support their [professional development](#).





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Identifying, assessing and meeting needs.

Early identification of needs is a priority and is achieved through the school's dedication to supporting all pupils and the close relationships formed between the school with nurseries, children and parents. Transition begins in the spring term with meetings between the local nurseries and the SEN team and reception teacher. In addition to this, we work closely with outside agencies and parents to develop our holistic view of the child and their needs. We deliver regular transition sessions including a teddy bears picnic to get to know each child and to allow them to adjust their new environment.

Following early identification, we carry out regular monitoring and tracking of progress and identify changes in need. We address barriers to learning and look for areas where provision needs to be altered as part of our assess plan do review cycle. The SEN team have placed focus on developing SMART targets and delivered training to all staff to support with this. Teachers review progress towards these targets weekly and this is monitored by the SEN team through learning walks. Teachers, along with a member of the SEN team, hold meetings with parents to discuss these targets, progress and actions each term.

The ways in which we support children with SEN is detailed in our [school offer](#) and [SEN information report](#). It includes a qualified TIS practitioner and a qualified Forest School Leader to support children's mental, emotional and social wellbeing as well as a variety of academic support and interventions. This demonstrates the holistic approach to all aspects of a child's development and wellbeing that runs throughout St Mary's.



Curriculum Adaptations.

At St Mary's we ensure that quality first teaching and strong universal provision is embedded within everything that we do. We have a strong team of teachers who are continuously supported by professional development opportunities and all share the vision of no child left behind.



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We work with outside agencies to ensure the regular monitoring of provision for those with EHCP's and those with complex needs. This includes developing engagement curriculums for two children which ensure that they are learning to learn and developing the essential building blocks for future life. Experiencing success is a vital part of all learning and so we provide alternative provision including gymnastics, horse riding and outdoor learning to allow some children to experience this success. These skills and developed self-esteem have then become evident within the classroom.

Adaptations are made to ensure every child can access the curriculum. Subject leaders have developed strategies to support children within their subject and supported staff to implement a range of [subject specific strategies](#).

We understand that different times of the year are difficult for different children for a variety of needs and support transitions. This also includes making alternative access arrangements for SATS and working closely with our feeder schools.



Parent and carer involvement

We work in a partnership with parents and carers to ensure the best outcomes for children. The development of strong relationships begins at regular transition meetings supporting children from nursery into our school. Following this, all staff share the same open-door policy and provide multiple ways for parents to communicate including seesaw, telephone calls, emails and homework diary notes.

Class teachers, and a member of the SEN Team, provide termly meetings with parents to review APDR documents and to ensure the parents have a clear understanding of their child's needs and progress.





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Inclusion in all aspects of school life

All children included in all aspects of school life, supporting their passions and strengths. The way in which children are celebrated at St Mary's furthers their passion and ambition and we have seen children representing the county in a variety of sports and publishing a book.

We ensure that children can access **after school clubs**- after noticing that very few children with SEN attended after school clubs and so the SEN team completed pupil conferencing to ask what clubs were desired and to identify barriers. This led to a 22.9% increase in after school club engagement from children with SEN. This also included, a pupil premium child, with SEMH needs, who accesses school via a taxi and wanted to attend an afterschool club, however the funded taxi could only collect at 3:15pm. To support this child to access afterschool provisions, we therefore funded a later taxi.



We ensure that all children **access the curriculum** adapted to their starting points- We have created a bespoke engagement curriculum to allow a child to access mainstream school with individualised therapy sessions and own space, whilst still accessing the classroom and developing relationships with his peers. This is achieved through strong working relationships with outside agencies and developing a clear understanding of a child's needs. Teaching assistants have visited and worked with specialist schools to support the adaptations of provision.

We ensure all children can access **curriculum enrichment activities**- risk assessments and visits were carried out to identify provision to support a child with sensory and physical needs to attend school camp and complete a variety of exciting activities. These adaptations are thought of in advance to ensure that provisions can be made for these children and to ensure that they can have the best possible opportunities.



All of our children thrive to **represent our school** and the things that they are passionate about, including those with SEN. Some have chosen to become RE leaders, school council, eco committee etc as well as representing the school in music and sporting events.



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Assessment

Children are assessed half termly and suitable access arrangements are made for these. Staff use assessments to identify gaps in learning, consider possible barriers and identify children making less than expected progress from their starting points. From this, staff will follow the graduated approach which is outlined in our [SEN information report](#). The impact of interventions are assessed every 6 weeks and continuously



change as outcomes are reached and new needs identified.

Assessment takes many forms and includes looking at the holistic view of the child. For example, pupil engagement in school increased because of attending alternative provision, showing the impact of this provision and its direct impact on learning.

We continuously reflect on SMART targets. These are assessed weekly by class teachers for closer reflection over a 6-week period to ensure that they are

always reflective of a pupils needs.

During SATS week, alternative arrangements for children were made to support both their academic needs and to ensure that their social and emotional wellbeing was supported. This included completing assessments in small groups or 1:1, special access arrangements including readers, scribes and extra time, yoga and forest school sessions and a breakfast club.

Preparation for next steps.



We have created a '[top 10 things to do before you leave St Mary's](#)' which demonstrates the curriculum enrichment opportunities that all children will be experience during their lives at St Marys. We believe that these opportunities allow children to experience a range of activities to support them in finding their passions and strengths. In addition to this, we ensure that all curriculum subjects have real life application.

We support children in their transitions to secondary schools. For children with EHCPs, this transition starts from as early as Year 5. We have handover assemblies with our secondary schools, organise transition days,

hold parent information sessions and hold SENCo handover meetings.



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During EHCP annual reviews, we also strive to incorporate children's aspirations and ensure that we are supporting them to achieve what they want to in life. The curriculum, including engagement curriculums, are designed to provide children with the skills that they need in order to achieve this.

Our [personal development](#) curriculum provides children with the knowledge and skills to be responsible online, develop road and sea safety, skills for cooking and sewing, an understanding of a healthy relationship and how to be a good global citizen.

We hold regular aspiration assemblies to aspire and motivate children and to show them the potential opportunities for later in life.

Our school [vision](#) continuously reaffirms that:

You are never too young to make a difference!

