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Reaching our potential together in Christ.

## SEN INFORMATION REPORT 2023/2024



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## At St Mary Magdalen's we believe that:

### We must Inspire our children, and in order to do this we must:

- Promote Enjoyment.
- Strive for Happiness.
- Develop an environment where children are glad to come to school.
- Celebrate our successes.
- Always aim to have health and well-being.

### By accepting God's word, Love will always be at the centre of our school, and we will show this by:

- Remembering our uniqueness.
- Believing in equality and accepting and respecting differences.
- Living by our Christian values.
- Forging partnerships.
- Being Forgiving.
- Accepting forgiveness.
- Showing patience.
- Being prayerful.
- Ensuring there is a safe environment both physically and emotionally for our children and staff to grow in.
- Having self-reflection; •
- Remembering our spirituality.
- Creating a love of learning.

### When we Educate our children, we must:

- Ensure that all our children achieve their full potential.
- Remember the whole child.
- Have high expectations in all areas for all our children.
- Create a curriculum to stimulate all our children.

The SEN code of Practice (2014) says the first response to pupils who have or may have SEN is high quality, differentiated teaching. It advises schools and colleges to make the quality of teaching and progress for pupils with SEN, a core part of the performance management and professional development for all teaching and support staff and to build the identification of SEN into the overall approach to monitoring progress and development of all pupils. Schools and colleges should regularly review the quality of teaching for pupils at risk of underachievement and their teachers' understanding of strategies to identify and support SEN.

## **HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

St. Mary Magdalen's CE Primary School, Devonshire Street, Accrington, Lancashire. BB5 1DW

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Our school mission statement ensures that all members of the school community are committed to working in partnership and this includes parents, pupils, school staff, school, governors, outside agencies and the wider community.

St Mary Magdalen's CE Primary School is a one form entry mainstream primary school, with currently 203 children on our registers.

St Mary Magdalen's CE Primary School caters for children from 4 – 11 years of age. 29 Sen Children NOT including EHCP = 19%

Section	Number of Pupils	Percentage
Communication and interaction.	4	10%
Cognition and learning.	20	51%
Social, emotional, and mental health difficulties.	15	38%
Sensory and/or physical needs.	0	0%

Our last Ofsted inspection was carried out in October 2021 and the school was graded GOOD.

St Mary Magdalen's CE Primary School knows that a pupil has an SEN by a variety of ways.

- Parents may inform the school prior to or during admission.
- Outside agencies may contact the school prior to/during admission or whilst the child is a pupil at the school.
- Class teacher may identify concerns re progress or behaviours and Sendco may become involved in a school-based programme.
- It may be that the school seeks additional information from a screen by a specialist teacher e.g., a dyslexic screen or additional consultation or assessments completed by outside agencies e.g., Educational Psychology Service, Behaviour Support Service,
- Child and Adolescent Mental Health Service, Occupational Therapists, Speech, and Language Therapists.
- Initially parents can raise concerns with the class teacher or the Sendco, as necessary.
- Make an appointment with the class teacher to discuss initial concerns. This may lead to an appointment with the Sendco.



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### Support for children with special educational needs:

- Provision Map – offers support in wave one, wave two (school support), wave 3 (statement, EHCP, individual needs).
- Interventions evaluated pre, mid and post to assess effectiveness.
- Access to Nurture Room/Learning Loft for sessions as needed.
- Sometimes within whole class. Each class has access to resources for Early Intervention.
- Class teacher and class support staff initially and raise concerns with parents or vice versa. Then speak to Class teachers re: progress and then Sendco who can refer to outside agencies.
- Class teacher and Sendco if outside agencies are involved.
- Children's levels are tracked termly and analysed.
- Pupil Progress meetings held termly to discuss all pupil's attainment and progress.
- The Local Authorities Local offer <http://new.lancashire.gov.uk>
- Pupils with a SEN make progress e.g., small steps assessed on P levels (PIVATS).
- Frequent data analysis.
- All lessons are matched to children's individual needs and lessons differentiated accordingly.
- Work provides a sufficient amount of consolidation and challenge to ensure progress/new learning is made.
- Target Support Plans, PIVATS and provision maps reviewed termly and shared with pupils and parents/carers.

### Budget allocated

- Dependant on individual needs, concerns and funding received.
- All Key stage 2 Teaching Assistants run booster sessions and Additional support groups.
- Support with majority of School Support children will take place within classrooms.
- Bought in service to run a speech and language programme for children in EYFS.
- Play therapy weekly sessions available.
- Precision teaching interventions run daily in the learning loft.
- Speech and Language sessions when required. Supported by a speech therapist monthly in school.
- Parents involved in the process of support and reviewing Learning Support Plans through Parents Evenings/meetings or at EHA/TAF meetings, SEN review meetings or Annual Review of Statement for pupils with a statement/EHCP.

### Keeping parents informed

- Half termly/Termly meeting with SENDco
- Regular, daily contact with parents if necessary.

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- Home/School booklet for comments from home and school.
- Resources can be provided to support at home e.g., visual timetables, transition books.
- Support Plans discussion, input and parents given a copy.
- SEN Parent/Pupil Support sessions with SENCO when required.
- Discussion with school staff re: the planning/provision of learning.
- Initial discussions, Parents Evenings, Annual Reviews of Statements/EHCP.
- Early start, referral to outside agencies.

#### **Support offered for children's health and general wellbeing:**

- Parent liaison through Mrs Bird (HT) access, as necessary.
- Nurture sessions run twice per week.
- 1 Child counsellor one day a week.
- All staff First Aid trained – 6 staff paediatric trained
- Personal care can be provided by medical and other members of staff.
- Administration of medicines in line with individual care plans. Some medicines will need to be administered by parents before school and by arrangement within the school day.
- Consultation and sometimes individual support by ELCAS.
- Attendance Officer to work in partnership with parents to increase attendance.
- If appropriate pupils to attend meetings that relate to them.
- Medical Health Plans.

#### **School-based expertise and specialist services accessed:**

- School SENDCO
- Educational Psychology Service, Behaviour Support Service, Child and Adolescent Mental Health, Speech and Language therapists, Occupational therapist, Social Care.
- Can direct parents to a network of support at school, within the LA and wider community e.g., Parent Support Groups and Charities.
- Child counsellor in 1 day a week
- Serf Unit/Learning Loft – Nurture Class every morning for pupils who struggle to cope in class and need extra support.
- Nurture sessions
- Family support through LAL
- Inclusion Provision
- Intervention Teachers who are trained to deliver precision teaching, SALT, Motor skills, social skills and other interventions to pupils who need extra support.

#### **Staff training**

- Attending of SEN Clusters
- Attending of SEN courses through Lancashire

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- Liaising with outside agencies e.g., Inclusion Hub
- Sendco, Speech and Language Therapist, Educational Psychologist all deliver staff training.

### Activities and school trips

- Pupils with additional needs/SEN are included in all extra curriculum activities with extra support if needed.
- Individual risk assessments are completed if necessary and additional measures/adult support is put in place, as necessary.
- Parents will be consulted re: trips and additional provision. Specialist IT programs/software

### Our school environment

- The ground floor of the school building is fully wheelchair accessible.
- Visual impairment provision and auditory impairment provision re: acoustics and support from IDSS Support Team.
- The existing building has a disabled toilet facility for children and adults.
- Some equipment and facilities will be provided from the school's special educational needs budget. Additional provision e.g., Specialist IT equipment may be resourced Additionally by the LA.

### Preparing for children joining our school and transition to other schools.

- If required transition books made and started beginning of July and taken home for the summer holidays.
- Additional visits to new class/meet new staff.
- Transition Programme (compiled by SLT but suitable for all pupils) undertaken if necessary.
- Additional visits to new school.
- Additional meetings arranged between St Mary Magdalen's CE School, parents, pupils and receiving school.

### Parent's involvement in school life:

- Parents are consulted, where possible, in all decisions relating to their children's time at St Mary Magdalen's CE School. Staff will discuss what the provision looks like on a day-to-day basis and will consult with parents re: any improvements being made.

### Contact for more information or to discuss a concern:

- First point of contact will be the child's class teacher.
- Any concerns to the Sendco re: the provision for pupils with SEND.  
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- Further concerns in writing to the Governing Body.
- If parents feel their child may need additional support or have a SEND, they can contact Mrs Helen Bird (SENDCO) contact through the school office initially.
- Our offer to children with special educational needs and disabilities was updated in September 2022.

(This report and SEN Policy may still use term 'Statements' as not all Statements have been converted to Education Health & Care Plans (EHCP) in the first round. It will be reviewed in Sep 2025