



## **SEN INFORMATION REPORT 2017/2018**

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.

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

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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 (2015) 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**

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 1 form entry mainstream primary school, with currently 199 children on our registers.

St Mary Magdalen's CE Primary School caters for children from 4 – 11 years of age.

27 Sen Children = 12.6%

2 EHCP'S = 8% of Sen

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Section	Number of Pupils	Percentage
Communication and Interaction	10	40%
Cognition and Learning	11	44%
Social, Emotional and Mental Health	4	16%
Sensory and Physical	0	0%

Our last inspection was carried out in March 2016 and the school was graded GOOD.

St Mary Magdalene'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 Senco 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 Senco as necessary.
- Make an appointment with the class teacher to discuss initial concerns. This may lead to an appointment with the Senco.

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### **Support for children with special educational needs:**

- Provision Map – offers support in wave one, wave two (school support), wave 3 (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 Senco who can refer to outside agencies.
- Class teacher and Senco if outside agencies are involved.
- Children's levels are tracked termly and analysed.
- Pupil Progress meetings held termly to discuss all pupils attainment and progress.
- The Local Authorities Local offer <http://new.lancashire.gov.uk>
- Pupils with a SEN make progress e.g. small steps 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.
- Learning Support Plans, PIVATS and provision maps reviewed termly and shared with pupils and parents/carers.

### **Budget allocated**

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- 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.
- Sure start 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 weekly in school.
- Parents involved in writing Learning Support Plans reviewed at Parents Evenings/meetings or at Annual Review of Statement for pupils with a statement/EHCP.

### Keeping parents informed

- Regular, daily contact with parents if necessary.
- 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:

- 1 Parent liaison worker, access as necessary.

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- Nurture sessions run twice per week.
- 1 Child counsellor one day a week.
- All staff First Aid trained – 3 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.

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

- Senco who is attending initial SENCO training.
- Senco with current ASD training
- Senco due to attend behaviour course
- 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
- PASS carried out twice a year
- Nurture session every afternoon
- Family support every Monday morning

#### **Staff training**

- Senco – Senco Award in progress

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- Attending of SEN Clusters
- Attending of SEN courses through Lancashire
- Liaising with outside agencies eg Hendon Brook PRU/Aspire Hub
- Senco, 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.
- 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,

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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 Senco re: the provision for pupils with SEN.
- Further concerns in writing to the Governing Body.
- If parents feel their child may need additional support or have a SEN they can contact the Senco.
- Emma Brown (SENCO) contact through the school office initially.

Our offer to children with special educational needs and disabilities was prepared on 10<sup>th</sup> May 2018

(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 May 2019

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