

St Mary Magdalen's Catholic Primary School



SEND Information Report 2021-22

Governors' Committee Responsible:	Full Governing Board
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MISSION STATEMENT

We are a Roman Catholic community, placing God at the centre of our lives. Christian values permeate every aspect of the school day. As a small friendly school, we aim to produce the warmth and intimacy of the family. We recognise each individual as special and loved by God, caring for one another and fostering love, trust and respect. When mistakes are made we recognise them as opportunities for learning and consequent reconciliation.

We aim to help all children fulfil their potential. We have high expectations of the children; we want them to do their best socially, personally, academically and spiritually.

We recognise each child's full entitlement to education. We value children's uniqueness and endeavour to nurture their potential. We strive to promote in them a sense of personal worth and self-confidence, as well as an awareness of their responsibilities to self and others.

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Introduction

St Mary Magdalen's is a Catholic primary school in the borough of Richmond upon Thames. We are a small inclusive school committed to ensuring that all children including those with Special Educational Needs and Disabilities (SEND) have access to high quality teaching and are able to make the best possible progress.

We believe that all children are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives;
- make a successful transition into the next steps of their education and ultimately into employment, further or higher education or training.

We have high expectations for our children and believe that all children thrive in an environment in which they are happy, challenged and feel safe and cared for. We endeavour to ensure that those with additional needs are identified early, supported effectively and achieve their potential in every aspect of school life.

Admissions of children with SEND are considered on the same basis as those without SEND. The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- must consider application from parents of children who have SEN but do not have an Education, Health and Care Plan (EHCP) on the basis of the school's published admissions criteria as part of normal admissions procedures;
- must not refuse to admit a child who has SEN but does not have an EHCP because they do not feel able to cater for those needs;
- must not refuse to admit a child on the grounds that they do not have an EHCP.

At St Mary Magdalen's we welcome children with a variety of additional needs.

What are Special Educational Needs?

The Special Educational Needs Code of Practice 2015 states that: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her'.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or;
- 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.

Special educational needs are broadly defined by the following four areas of need:

- communication and interaction, for example, autistic spectrum condition and speech and language difficulties;
- cognitive and learning, for example, dyslexia and Downs Syndrome;

- social, emotional and mental health;
- sensory and/or physical needs, for example visual and hearing impairments.

Who can I talk to about my child's difficulties with learning, SEN or disability?

St Mary Magdalen's staff are approachable and open. As a small school we pride ourselves on having a deep understanding of our children and their families and integral to this is forming positive relationships with parents and carers. If you have concerns about your child's progress or development please talk to us.

- In the first instance talk to your child's class teacher.
- If you require further information or support you may wish to contact the school SENCO Wendy Burns at admin@st-marymagdalens.richmond.sch.uk or by calling the school phone number on 0208 876 6679.

How will the school let me know if they have concerns about my child's difficulties with learning, SEN or disability?

Your child's class teacher will use a range of information to ascertain if your child requires additional support. These include:

- observations of the child inside and outside the classroom;
- their previous progress and attainment;
- the work in their books;
- their development in comparison to age related expectations;
- specific assessment, for example, phonic knowledge.

This allows us to monitor attainment and progress and quickly identify children who require additional support.

If your child's class teacher has concerns about your child's attainment and/or progress they will contact you to arrange an initial meeting to share the school's analysis and to discuss your views and experiences as well as those of your child. Together we will agree a plan to put in place any extra support that your child may need.

In accordance with the SEN code of Practice 2014 we follow the 'assess-plan-do-review' (APDR) model whereby support for your child will be closely monitored to ensure progress. Assessments will be carried out to identify needs, targets will be set and support will be implemented for a specified period of time. On completion of the time period further assessments will be used to ascertain progress and evaluate whether the targets have been met. Further rounds of APDR may follow. We will involve children and parents at every stage and there will be termly meetings to review your child's individual targets and provision.

How will the school consider my views and those of my child with regards to his/her difficulties?

At St Mary Magdalen's we understand the importance of working in close partnership with our parents and carers. We know that listening to parents and agreeing consistent

home/school approaches are the best way of helping your child and maximising the chances of their success.

We endeavour to fully involve parents via termly progress meetings. If support from external agencies is deemed appropriate, parental permission will be sought before initiating a referral.

Pupil voice is important in all areas of school life. Throughout the year, child surveys and 'Talking to Learners' activities are carried out to ascertain children's general views on a range of aspects of school. When a child is experiencing social and emotional difficulties, we endeavour to meet with them on a one-to-one basis to understand their views. This will be carried out by the most appropriate member of staff and with whom your child feels most comfortable.

If your child has an identified special need, you will be invited to a termly meeting with the class teacher and SENCO to:

- discuss the effectiveness and impact of the support;
- review your child's progress;
- agree new targets for your child to work towards and ways that school and home can support.

These meetings will be in addition to parent consultation evenings.

If your child has an Education, Health and Care Plan (EHCP) you and your child will be able to share your views at an Annual Review meeting. As part of a child centred approach your child will be encouraged to share his/her feelings about what is working well for them, their happiness levels and what they need more help with. Views will be gathered via the most appropriate method given age and ability, either by interview or by written/pictorial survey. All children are offered the opportunity to attend their annual review meeting for part or all of the time.

What is an Education, Health and Care Plan (EHCP) and who can request one?

Most children with special educational needs are effectively supported by high quality class teaching and school interventions. A few children may be identified as needing a high level of individual support which would be in addition to that which is ordinarily available in the school. If this is the case, then the school or parents may ask the local authority to carry out a statutory assessment of your child's needs. Following evidence gathered from a range of professionals involved and the parents and child, the authority will make the decision to whether or not to proceed and write an EHCP for your child. The process takes 20 weeks.

An EHCP outlines the specialist provision that is required to help your child make progress and to secure positive outcomes for them across education, health and social care. The plan will include:

- the views and aspirations of you and your child;
- a full description of your child's special educational needs and/or disability;
- clear outcomes for your child's progress;

- specific provision required that will ensure your child achieves their outcomes and how education, health and social care will work together towards the achievement of the outcomes;
- the EHCP must be reviewed every 12 months.

What type of support may be suitable and available for my child at St Mary Magdalen's?

The type of support offered depends on the nature and the level of need and difficulties with learning. At St Mary Magdalen's we have a 3 tiered approach for supporting a child's difficulty.

Wave one – Universal provision for all children

This is the quality first teaching your child will receive from their class teacher. Teachers offer excellent personalised teaching for all the children in their class including those with SEN. They will endeavour to:

- have high expectations for your child's progress;
- identify and remove barriers to your child's learning by making adaptations to the learning environment and curriculum;
- employ specific strategies including visual and practical support;
- individualise teaching according to what the child already knows, understands and can do;
- use specific equipment and classroom aids.

Wave two – Targeted provision for individuals and small groups

For children with identified gaps in their knowledge and skills specific interventions will be put in place. These take place inside or outside the classroom, and are run by the class teacher or a teaching assistant. These interventions can be a small group of children or be run on a 1:1 basis.

These interventions are timetabled to ensure children continue to access a broad and balanced curriculum. They are carefully planned to ensure children make progress towards specific targets and their impact is closely monitored by pre and post intervention assessments. Many children have wave 2 provision during the time at school. If your child has a type of provision it does not mean we have identified them as having SEN.

Wave 3 – Specialist provision

This type of provision is available for children identified as having special educational needs. Wave 3 provision is individualised to meet the specific needs of the child but may not be delivered individually. It may involve advice and/or assessment from professionals from a range of external support services.

Specialist support services available and which can be accessed by St Mary Magdalen's include:

- Educational Psychology Service;

- Speech and Language Therapy Service;
- Occupational Therapy Service;
- School Nurse;
- Sensory impairment advisory teacher;
- Family support service;
- Early years consultants;
- ASD advisory specialist;
- Education, Inclusion and Support services (EIAS);
- Community Paediatric service;
- Child and Adolescent Mental Health service (CAMHS);
- Play Therapy;
- Physiotherapy service.

Referrals for support are usually completed by the SENCO in collaboration with the class teacher and parents.

Examples of the interventions and strategies we offer can be found in Appendix 1.

How will the school measure the progress of my child?

For all children within the school

The progress and attainment of all children is monitored by:

- verbal contributions to lessons;
- written work;
- observations;
- formal assessments.

Children in Reception are assessed in all areas of the Early Years Foundation Stage curriculum using the age bands outlined in Development Matters. At the end Reception teachers make assessments against the Early Learning Goals as to whether children have achieved the expected level of development in each area of learning. Some children will exceed this expectation while others may be 'emerging' which means still working towards the expected level.

From Year 1 to Year 6 children are assessed each term in reading, writing, maths and science. Drawing on these formal assessments and their work across the term an assessment is made as to whether children are developing towards age related expectations for their year group, working at the expected level in their year group, working at a level higher than expected for their year group or at greater depth. If children are attaining below their academic year they are assessed against the criteria for the most appropriate year group to their current attainment. At the end of Year 1 children's phonic knowledge is assessed using the statutory National Phonic Screening Check. If children fail to meet the pass mark they will be reassessed in Year 2.

At the end of Year 4 children's knowledge of multiplication tables is assessed as part of the statutory Multiplication Tables Check.

At the end of each key stage (in Year 2 and Year 6) children are formally assessed as part of the statutory standard assessment tests known as SATs.

For children with special educational needs

All children at SEN Support and those with an EHCP will have a SEN support plan setting out short term targets and outcomes which will be reviewed termly. In addition, their progress is monitored by the class teacher, SENCO and the senior leadership team at child progress meetings.

The progress of children with an EHCP is assessed in the same way as above. In addition, their progress towards longer term outcomes and objectives which are outlined in their EHCP is monitored at the formal annual review. This includes, the child, parents, the school and other professionals involved with the child.

If your child is receiving additional interventions we will use assessments at the start and end of these interventions to help us measure the progress they are making.

How does the school evaluate the effectiveness of its SEN provision?

Children are assessed at the beginning and the end of all interventions using the appropriate screening tool. For some interventions this is a specific related test. For other interventions reading, spelling or maths ages are used. In this way progress can be ascertained and the effectiveness of the support can be evaluated. For some interventions a progress rating of 1-5 may be used as a way of judging progress. Alternatively, strengths and difficulties questionnaires and observations may be used to evaluate progress and effectiveness of particular interventions such as friendship groups or social communication groups.

All the children at SEN Support and those that have an EHCP will have short term targets set relating to their needs and the strategies and interventions that will be used to help them achieve these targets. These are set out in support plans which are reviewed each term by children, parents, teachers and the SENCO. Plans are then adapted accordingly and information from these meetings is used by the SENCO to evaluate the effectiveness of the interventions that have been put in place. This process further helps the school to evaluate the provision it offers.

How does St Mary Magdalen's ensure the teaching staff are appropriately trained to support my child's SEN or disability?

At St Mary Magdalen's we are committed to continuous professional development of all our staff. We regularly invest in resources in training staff to improve teaching and learning of all our children including those with SEND.

- The SENCO supports the class teacher in planning for children with SEND and provides support and advice about individual children's needs.

- The SENCO supports teaching assistants in delivery of interventions and appropriate strategies.
- Training takes place on inclusive quality first teaching.
- Regular training is provided by external support services, for example Lego training from the local authority speech and language therapy team.
- Individual teachers or support staff attend training relevant to the needs of specific children in their class, for example strategies to support children with Attention Deficit Hyperactivity Disorder (ADHD).
- Staff have access to autism consultation sessions for local expert advice on supporting children on the autistic spectrum. There are also learning needs consultations.
- Weekly staff meetings and INSET days often include training on issues relating to SEND.
- The SENCO has an annual monitoring cycle that ensures provision is evaluated and additional training is planned accordingly.

How is St Mary Magdalen’s accessible to children with SEND and how will the curriculum and environment be adapted to improve my child’s needs?

We have an Accessibility Plan which can be viewed on the school website or paper copies can be requested via the school office.

- Reasonable adjustments will be made to adapt the physical environment and the curriculum for children with SEND. Recent adaptations include changing some of our lighting to create a softer, calmer environment.
- Teaching staff are aware of elements of the environment that can lead to sensory overload and a feeling of being overwhelmed. Ear defenders are offered to children in noisy parts of the school, for example the dinner hall. Concentration aids are offered to children, for example fidget toys, weighted blankets, chew toys and wobble cushions. Comfort and sensory breaks are provided and supported by staff.
- Adapting our remote learning offer to meet the needs of children with SEN.
- Utilising specialist online programmes to support additional needs and allow reinforcement in school and at home.
- The school considers the needs of children who are required to sit end of key stage tests. Where appropriate we apply for access arrangements including additional time, rest breaks or the use of a scribe.

What kind of support is available for my child’s happiness, emotional health and well-being at St Mary Magdalen’s?

At St Mary Magdalen’s we believe that the happiness and well-being of all our children is paramount. It is the foundation of successful development and good mental health. When a child is happy, learning can be maximised and a child can thrive.

Pastoral care of our children has historically, and continues to be, a strength of the school. This has been recognised in both our most recent Ofsted and Diocesan inspections.

The nurturing, caring and respectful ethos of St Mary Magdalen's has been described as obvious to all who enter the school. We pride ourselves on our positive relationships and work hard to ensure children feel safe, secure, and happy.

The school uses the 'Zones of Regulation' to support children's mental health and well-being both inside and outside the classroom. This is a scheme designed to develop self-regulation and emotional control. It is a tool to help children recognise and express their emotions and move from a negative mood or feeling to a happier, calm and 'ready to learn' state of mind. Visuals to support the children are displayed and referred to in all classrooms.

In addition, the school follows the Jigsaw PSHE scheme of work. This programme involves weekly structured lessons to address all aspects of personal, health and social emotional education.

All children also receive regular 'Circle Time' sessions to address current social issues that relate specifically to the class.

We promote 'Growth Mindset' and take every opportunity to teach the values of resilience, perseverance, confidence and self-worth. Examples of how we do this include, rewarding hard work and acknowledging the effort applied, encouraging children to try and not be afraid of failure and celebrating the success of others. Our children's mission statement describes our mistakes as our opportunities.

For some children including those with SEND, emotional health is a far greater challenge to achieve. We aim to support these children by:

- 1:1 Zones of Regulation work;
- 1:1 mentoring/talk therapy (using happiness scales and the signs of safety model);
- allocating additional adult to support at key points in the day, for example at drop off time;
- allowing time out and sensory breaks from learning;
- offering 'Circle of Friends' small group intervention;
- use of the 'Emotional Related School Avoidance' (ERSA) toolkit;
- offering nurture and social communication small group work;
- offering funded places at a wide range of extra-curricular clubs including breakfast club;
- facilitating access to specialised external therapies and advice for teachers, children and parents.

How will my child be included in all the same activities as his/her peers at school?

St Mary Magdalen's is an inclusive school committed to providing equal access and opportunities for all our children. It is an expectation that all children are supported to participate in all the activities we offer. Individual needs are considered, planned for and reasonable adjustments are made.

School clubs, education visits and longer residential trips are carefully risk assessed both for the class as a whole and also for the individual with needs. We attempt to ensure barriers to

access are removed. Examples may include, raising the child/staff ratio to ensure closer supervision; or developing medical care plans or extra written instructions to accommodate children on medication or with medical needs.

After school provision and clubs are accessible for all children. Our behaviour policy includes how we manage behaviour in extra-curricular clubs and this is shared with external providers. Senior school staff are always onsite during extra-curricular clubs to support if needed. The school makes applications for funded places for families experiencing financial hardship.

How will St Mary Magdalen's support my child transitioning to the next class or new school?

We recognise that periods of transition can be difficult for children with SEN and take careful steps to ensure that any transition is as smooth as possible.

Transition into EYFS

- We ask parents to inform us of their child's nursery setting, their key worker and the hours they attend. Records are gathered from the nursery and contact is made with nursery staff to share information and advice concerning individual child needs. When appropriate the SENCO and/or a member of our reception class team will visit the nursery to meet and view the child in their familiar setting.
- Home visits are carried out by our Reception class team. These provide an opportunity to discuss any questions or concerns in a private environment that is familiar to parents and children. They also allow us to begin to establish close home/school relationships and demonstrate to the children that we are working together to support their needs.
- A welcome booklet is sent home with photographs of their new teachers and new school environment. For children with SEN additional information may be included to help to support the child's individual needs.
- Family visits to the school are organised before the children start in September. Extra visits are encouraged for children with SEN.
- A phased start timetable in September is organised to allow children to gradually get used to the full school day.
- Each child is allocated a Year 6 'Buddy' who traditionally welcomes the child with a handmade card and gift. Older children have reported that this relationship was one of their most prized memories of starting school.

Moving to the next class in school

As a small school and close family community our children are usually already familiar with their next teacher and classroom.

- All the children make a special gift to welcome the next class of children up. These have included a welcome box or a bookmark decorated with good wishes, prayers and things to look forward to in the coming year.
- Children with SEN take home a booklet of photographs of their next teachers, classroom and this may also include social stories.

- All children spend a taster morning with their new teacher in their next classroom in July. Children with SEN have additional organised sessions to meet and start building a relationship with their new teachers.
- Teachers meet with the next class teacher to discuss their class's individual needs in detail in the summer term. If a child has SEN then this meeting may also include the SENCO and any members of staff that work closely with the child.

Moving on to another school

- The SENCO will contact the new school's SENCO to share information and help prepare the new school for receiving the child. This may involve advising on adaptations and necessary equipment the child might require.
- Arrangements for children to visit a new setting are made as appropriate and school staff can support this.
- All records are passed onto the next school.

Moving on to secondary school

- If your child has an EHCP transfer options will be discussed at their Year 5 annual review. Receiving school staff are invited to annual reviews for children in Year 6.
- Your child will be invited to visit their new school either virtually or in person. Children with SEND are usually offered additional visits. Some schools offer mini summer transition programmes.
- In some cases, staff from the receiving school will visit St Mary Magdalen's and meet with your child.
- The year 6 teaching staff and SENCO consider carefully how to further help prepare children for the move. Dedicated lessons are delivered in the summer term to address all learning and well-being concerns.
- The SENCO at St Mary Magdalen's ensures that information about SEN is passed to the secondary school.

How does the governing board involve other agencies including health, social services, local authority support services and voluntary organisations in meeting the needs of children with SEN and their families?

At St Mary Magdalen's we engage with a wide range of external agencies in meeting the needs of children with SEN and their families. We are able to access speech and language support for our children with EHCPs from NHS therapists. We are also able to get advice from speech and language therapists regarding pupils who we are concerned about. We access occupational therapy for children through direct referral to Richmond children's therapies service. In addition, we make other health referrals through our attached school nurse to involve professionals such as community paediatricians and dieticians.

Where there are concerns around a child's development or social and emotional issues we are able to request the involvement of the Richmond Child and Adolescent Mental Health Services (CAMHS).

Where we have concerns about a child's wellbeing or there is a safeguarding issue, we make referrals to the Single Point of Access (SPA) requesting the involvement of relevant professionals. The school routinely works alongside professionals from social services to support families of children with SEN.

The school also works with voluntary bodies and charities such as Richmond Young Carers and counselling services. We can signpost parents to local organisations that provide independent support and advice relating to SEND. Links to these can be found at the end of this document.

Who can I contact if I have a complaint about SEND?

Please do not hesitate to speak with us should you feel unhappy about any aspect of your child's experience at school.

- Initially speak to class teacher and/or the SENCO.
- If the problem is not solved to your satisfaction, please contact the Headteacher.
- Should significant concerns still exist, you may wish to follow the school's complaints procedures. The complaints Policy can be found on the school website. Paper copies can be obtained from the school office.

Where can I find further information and support about SEND?

For further information regarding support at St Mary Magdalen's School, please click on the links below:

[Special Educational Needs and Disability Policy](#)
[Accessibility Plan](#)

If you have any additional questions please do not hesitate to contact the SENCO, Wendy Burns.

Further information about support services and advice available through the local authority can be found at:

[SEND Local Offer](#)

Telephone: 020 8547 4722

Email: sendlocaloffer@achievingforchildren.org.uk

The special educational needs and disability information, advice and support service (SENDIASS) can be found at:

[Richmond and Kingston SENDIASS](#)

Telephone: 020 8832 6179 (Richmond)

020 8547 6200 (Kingston)

Email: richmondkingston@kids.org.uk

This document was created in consultation with a team of staff members and parents.