

SEND Information Report

St Margaret's at Hasbury Church of England Primary School SEND offer

School Vision

Through our Christian faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges. We want children to thrive and be the best person they can be and to:

'Live life in all its fullness.' (John 10:10)

At St Margaret's at Hasbury we provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. We believe that childhood should be a happy, inquisitive, inspirational time in our lives where there are no limits to curiosity and new experiences. As an inclusive school we aim to meet the needs of all pupils regardless of their specific needs in order for them to make the best possible progress in school. We value our relationships with parents, carers and children.

Definitions

The SEND Code of Practice 2015 defines that where a child has a learning difficulty or disability for which special educational provision is put in place then they are identified as having special educational needs.

"A child of compulsory school age or person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions"

Disability is also defined in the Equality Act 2010 as being, "...a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities."

This can include the sensory impairments of sight and hearing. It may also include long term health conditions such as asthma, diabetes and cancer. Where a child or young person has an overlap with a disability and a special educational need then they will also be covered by the SEND definition.

St Margaret's at Hasbury Church of England Primary School works closely with the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities

being met in school wherever possible. We constantly review how we can maintain and improve the provision for our pupils. Our policies and procedures are regularly reviewed and updated as necessary and in response to current guidance.

What is the SEN Information Report?

Under the children and Families Act 2014 Section 69 (2) Schools have to publish an SEND Information Report. The purpose of which is to provide information to our current and prospective children and young people (0-25) and parents, the Local Authority and Government agencies. This report is published in compliance with the SEND Code of Practice 2015 and Regulation 51 and Schedule 1 SEND regulations 2014. The Dudley Local Offer which is referenced to in his report aims to improve choice and transparency for families. It is a resource for parents in understanding the services and provision that is available in the school and local area. This report will be updated at least annually.

	Sections in the Act	What it will look like at St Margaret's
1	The kinds of special educational needs and disabilities for which provision is made at the school	<p>St Margaret's at Hasbury C of E Primary School is an inclusive mainstream primary school catering for children from the age of 4 to 11. We also have a Nursery provision for children aged 3-4. We welcome children with and without Special Educational Needs and disabilities (SEND) equally.</p> <p>Our school supports children in the four broad areas of SEND:</p> <ul style="list-style-type: none"> • Communication and Interaction. • Cognition and Learning. • Social, Emotional and Mental Health difficulties. • Sensory or Physical difficulties. <ul style="list-style-type: none"> • At St Margaret's, we have 12% of our children on the SEND register. This includes children with EHCPs and those receiving SEN Support. • The school currently has 10% of pupils receiving SEND support. This is below the national average of 13.6% in primary schools. • The school currently has 1.9% of pupils with an EHCP. This is the below the national average. (Statistics taken from the 2024 national statistics). Currently 4.8% of pupils nationally have an EHCP in all schools. • Nationally the most common type of need for children with an EHCP is ASD and for those on SEN Support the most common type of need is difficulties with social, emotional, mental health. • There are no specialist units within school. The school aims to meet the needs of all children with SEND in consultation with parents, the local authority, as well as specialist agencies from health, education and social care.
2	Information about the school's policies for the identification and assessment of pupils with	<p>Teachers use on going assessment for learning opportunities each lesson to enable them to identify additional needs. They use observations and formal and informal assessments to identify where there is a special educational need. Evidence may be drawn from a number of sources and may include:</p> <ul style="list-style-type: none"> • Performance against national expectations • Pupil progress in lessons

	<p>special educational needs and disabilities</p>	<ul style="list-style-type: none"> • Standardised testing • Knowledge checks • Phonic, fluency and arithmetic assessments • Response to interventions to address gaps • Specialist agency assessments • Information from previous school where a special education need has been identified and special educational needs support has been put in place. • Information from parents • For some of our pupils we use the DAPA (Dudley Agreed S Scale Assessment) tool to measure and evidence small step progress. • Where appropriate, pupil voice. • Parent voice • Pupil voice – if they ask for help • Observations made about a change in behavior or attitudes of a child
<p>3a)</p>	<p>Information about the school's policies for making provision for pupils with special educational needs and disabilities whether or not pupils have EHC Plans, including: a) how the school evaluates the effectiveness of its provision for such pupil</p>	<p>St Margaret's is a fully inclusive school. Pupils with SEND fully engage in all aspects of the curriculum alongside pupils who do not have SEND. The curriculum and activities will be adapted as and when required to ensure that they are fully included.</p> <p>a) The effectiveness of SEND provision is monitored through:</p> <ul style="list-style-type: none"> • Termly assessments • Progress analysis by class teachers • Progress meetings between year group teachers and the Senior Leadership Team • Individual tracking sheets • Termly analysis of progress made towards individual provision maps
<p>3b)</p>	<p>b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities</p>	<p>Individual targets are set based on the previous year's results. Staff follow the Programmes of Study in the National Curriculum. Each subject has progression documents which identify the small steps that children need to be able to demonstrate or know. This supports staff to measure progress and identify next steps. First quality teaching is used for all children in the first instance. In addition to this we also:</p> <ul style="list-style-type: none"> • use AfL opportunities each lesson to identify misconceptions and to identify next steps for individuals. • plan retrieval opportunities each lesson to help staff to review progress and to identify what children have remembered, transferring knowledge from their working to long term memory. • hold termly progress meetings between teachers and the Senior Leadership Team take place. Those children who are falling short of their targets are highlighted and discussed in depth and additional support required is planned for.

		<p>For children who require additional support or intervention St Margaret's use the graduated response approach to supporting all children in school. We use a four-stage cycle of support to help identify needs. Assess – Plan – Do – Review in line the SEND Code of Practice 2015.</p> <p>Assess Consultation with all parties including pupil, parent/carer/teaching staff/SENCO/specialist advice (as appropriate) Assessment of need.</p> <p>Plan Measurable targets put in place and shared with parents Intervention and support put in place with an appropriate start, finish and review date.</p> <p>Do Class teacher retains responsibility for the pupil both in the classroom and any interventions that may take place. Interventions may be provided by teaching staff, teaching assistants, SENCO or specialist agencies.</p> <p>Review These are reviewed termly with all relevant parties contributing Where an EHCP is in place an Annual Review meeting is held where the needs, outcomes and provision are reviewed. Short term targets are reviewed termly, as detailed above.</p> <p>Any interventions carried out will vary in length according to need. Intervention targets are regularly reviewed by staff, parents and the child to ascertain the effectiveness of the provision and to inform future planning. A record of interventions, timings, costs of and the impact of the intervention are recorded on individual provision maps and in intervention log records. Provision maps are shared with parents and they have the opportunity to discuss any concerns or queries with the class teacher. Outside agency review meetings take place for individuals who access outside agency support. Children with an EHCP also have a multi-agency annual review of progress which is reported to the Local Authority</p> <p>In addition to the opportunities for parents to discuss their child's additional needs the school also has three parents evening a year take place providing additional opportunities for staff to review progress with parents.</p>
3c)	c) the school's approach to teaching pupils with special educational needs and disabilities	<p>Staff at St Margaret's have high expectations for all pupils and class teachers are expected to plan and resource class work with the developmental needs and specific abilities of children in mind. This always includes the use of scaffolding and additional modelling as part of first quality teaching.</p> <p>Children with SEND may require some extra support which may be given in the form of:</p> <ul style="list-style-type: none"> • One-to-one/paired/small group work with teacher or Teaching Assistant (TA) during lessons • One-to-one/paired/small group work with a TA on provision map targets outside of lessons • Additional pre-teaching prior of vocabulary or knowledge before a lesson takes place • Focus on teaching of vocabulary which is shared with parents • Staff use InPrint to support communication difficulties

3d)	d) how the school adapts the curriculum and learning environment for pupils with special educational needs	<p>All children access a broad and balanced curriculum alongside their peers. For a very small number of children the curriculum and assessments may be amended to meet their very specific need.</p> <p>The school is on a split site. There is a disabled toilet and stair lifts in place. This ensures that children with disabilities can access areas in school. Special equipment and resources will be purchased when required to ensure children with SEND can access the curriculum and environment in order to achieve their potential. School also has a Nurture room which is used to support children's SEMH needs.</p>
3e)	e) Accessibility	<p>The school complies with all the relevant accessibility requirements. Please see the school Accessibility Plan, which can be found on the school website, for more details. If you require an adapted version of the Accessibility Plan or a paper copy please contact the school office.</p>
3f)	f) additional support for learning that is available to pupils with special educational need	<p>Once a child's needs have been identified and relevant assessments undertaken, discussions will take place with parents as to how school is planning to support their child and what they might do at home to help. This additional and/or different support might be in the form of:</p> <ul style="list-style-type: none"> • Special equipment e.g. foot stools, coloured overlays, special pencil grips, scissors etc. • Additional TA support within the classroom • Targeted, individual or small group support • Larger print size/coloured paper/writing slopes • Specially adapted keyboard/mouse as needed • Reading and Phonic interventions • Speech and language therapy support • Targeted individual/paired or small group support <p>Interventions that take place at St Margaret's include: Lego Therapy, nurture groups and friendship support, phonics, Simultaneous Oral Spelling (SOS), Toe by Toe, precision teaching, pre-teaching, Get Moving, Sensory Circuits, Five Minute Math's box.</p>
3g)	g) activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum	<p>All children with SEND are encouraged to access extra-curricular activities that are available to pupils. In some cases, if necessary, additional support is provided for trips. If a child requires additional support in order to access facilities due to a behavioural or physical and sensory difficulty, this will be catered for. Organised lunchtime games and activities also take place when required to support additional needs.</p>
3h)	h) support that is available for improving the emotional and social development of pupils with special educational needs	<p>At St Margaret's some children have additional emotional and social needs that need to be supported and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. The school adopts a supportive, restorative approach to its PSHE curriculum and we have a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties, in place. All classes follow the Jigsaw structured PSHE (Personal, Social, Health and Emotional education) programme to support in this area. However, for those children who find aspects of this difficult, we offer support through key adult support, Lego Therapy, Nurture group provision and friendship groups. Social stories are used to support transitions and changes in the timetable. Staff are trained in emotion coaching and attachment awareness. School works closely</p>

		with staff from Phase Trust (mentoring service), the school nurse, CAMHs, Sycamore Behaviour Centre, the Educational Psychologist and Cherry Trees when needed to gain further support for our children.
4	The name and contact details of the Special Education Needs Co-ordinator	The Special Educational Needs Co-ordinator at St Margaret's at Hasbury C of E Primary School is Mrs Hill. Mrs Stokes also supports in school as the school's Inclusion Manager. Please contact the school office on 01384 818660 if you would like to speak with them.
5	Information about the expertise and training of staff in relation to children and young people with SEN and about how specialist expertise will be secured	Mrs Hill has completed the National SENCo Award and attends regular local authority update meetings on SEND. Key information from these meetings is then cascaded to school staff and governors where appropriate. Staff have regular training to support children with additional needs in school. This includes: how to administer an epipen, asthma and epilepsy training, Attachment awareness and emotion coaching training, training to deliver the Get Moving programme. Schools has a trained member of staff who delivers support in our nurture provision. Alongside this we offer Lego Therapy. Staff are regularly receive phonics training, precision teaching and Simultaneous Oral Spelling (SOS) and staff are trained in the use of InPrint. School has close links with a range of health professionals and we can access support and advice when required.
6	Information about how equipment and facilities to support children and young people with special educational needs will be secured	Where specific equipment or resources have been recommended by outside agencies, the SENDCo will discuss this with the Headteacher and resources will be purchased. The school SENDCo uses provision maps to identify funding which may be required to support individuals. Additional top up funding, secured through an EHCP application, may be sort if resources or support goes over and above the notional SEND budget.
7	The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child	Staff at St Margaret's communicate regularly with parents. This can be through curriculum newsletters, informal discussions, phone conversations, comments in the home school diary, information on the school website or through parent's evenings. Class teachers are regularly available after school on the playground or alternatively appointments can be made to speak to them in more detail. Parent/carer workshops are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged. <ul style="list-style-type: none"> • Where concerns persist, class teachers will inform parents as soon as possible. • Class teachers complete an internal referral if they have on-going concerns about a child. This referral is shared with the SENDCo as soon as possible. • If the school feels a child needs to be assessed by an outside agency, they will contact parents to discuss this and the appropriate paperwork will be completed together. • After a child has been seen by an outside agency, a copy of their report will be given to parents/class teachers and discussed through review meetings with specific outside agencies. • If additional support needs to be put in place for a child this will be identified on the child's individual provision map, which is completed termly and parents are invited to discuss this with class teachers. Sharing a child's provision map allows parents to clearly see their child's targets, where their child needs support and possible areas where they could support their child at home in order to aid their child's development. • Parents are invited to attend parents' evenings three times a year where their child's progress and any concerns will be discussed. This will also provide another opportunity for parents to view their child's books.

		<ul style="list-style-type: none"> • If necessary, an individual risk assessment, behaviour support plan or PEEP (Personal Emergency Evacuation Plan) will be completed, shared and reviewed with parents. • Parents of children with an EHCP are invited into school annually for a review meeting
8	The arrangements for consulting young people with special educational needs about, and involving them in, their education	Both pupil and parent voice are gained before an EHCP annual review meeting and discussed at the meeting. Staff complete an individual provision map for children on the additional needs register. Pupil views on their aspirations and how they learn best are gained and reviewed over the year.
9	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.	Parents are actively encouraged to come into school as soon as they have any concerns. St Margaret's operates an open door policy for this purpose. If the SENDCo or other members of staff are not available at that time, a meeting time will be arranged. Complaints regarding SEND should be discussed with Mrs Hill. Please ring on 01384 818660 to make an appointment. If parents are still not satisfied, they should follow the complaint's policy which can be found on the school website.
10	How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	<p>School purchases the following outside agency support services:</p> <ul style="list-style-type: none"> • Dudley Learning Support Service • Dudley Educational Psychology Service • Phase Trust mentoring • Sycamore Behaviour Centre • Cherry Trees support service. <p>School can refer directly to CIYS the Integrated Early Years service for support and advice. School can refer directly to health related agencies including Speech and Occupational Therapy, Health Visitors and the school nurse. Referrals to the Single Point of Access can be made which decide if a referral into the Child and Adolescent Mental Health Services (CAMHS) is required.</p>
11	The contact details of support services for the parents and pupils with special educational needs, including those for arrangements made in accordance with clause 32.	<p>The main support services used at St Margaret's are;</p> <ul style="list-style-type: none"> • Dudley Learning Support Service • Dudley Educational Psychology Service • Speech and Language therapy • Physical Impairment and Medical Inclusion service • Occupational Therapy • School Nurse- Alex Pejovic • Phase Trust Mentoring • CIPS

		<ul style="list-style-type: none"> • Sycamore Behaviour Centre • Reflexions <p>There are a range of agencies able to support parents and/or their children. School will happily discuss agencies available and how referrals are made to these services. They will also share agency contact numbers so parents can get in touch with them to discuss any concerns about their child if this is required.</p>
12	<p>The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.</p>	<p>On entry to school in Reception/Nursery A planned programme of visits in the summer term for pupils starting in September including "Play and Stay" visits with parents/carers, visits with playgroups, a visit to their new class (without parent/ carer), lunch in school are all ways in which we support children coming into school in the EYFS. Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school. Individual arrangements can be discussed if there are any particular concerns that parents have.</p> <p>If a child is joining us from another school the SENDCo will:</p> <ul style="list-style-type: none"> • Contact the previous school as soon as possible to ask for all relevant documents and information. • Contact will be made with the previous school's SENDCo (if we feel this is necessary) to find out about any special arrangements or support that needs to be in place for the child. • If a child would be helped by a social story about their new school and class to support them moving on, then one can be made for them. <p>A visit to our school can be organised to aid the transition.</p> <ul style="list-style-type: none"> • We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. • A meeting can be organised with the SENDCo from the previous setting and parents if we feel this is needed • All records about the child are passed on as soon as possible. <p>When moving classes in school</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance and a meeting will take place between the child's previous class teacher and their new teacher. • Individual provision maps and pupil profiles will be shared with the new teacher. • If a child would be helped by a social story of their new teacher, classroom, playground etc. to support them moving on, then one can be made for them. <p>In Year 6</p> <ul style="list-style-type: none"> • The Year 6 class teachers will discuss the specific needs of a child with the staff/ SENDCo of the child's secondary school. • Meetings are held with the receiving secondary schools, usually in the summer term, to ensure the key information is available to the new school. This supports their induction week planning and group organisation to support particular children. • All individual provision maps, pupil profiles and any outside agency reports will be passed onto the receiving secondary school so that they have a detailed understanding of each child's needs and what provision has been put in place during their time at primary school.

		<ul style="list-style-type: none"> • An EHCP transition annual review meeting is held at the end of Year 5 or In Year 6. If the name of the secondary provision is known, they will be invited to attend. • Some secondary schools nominate key workers to a child with an EHCP and they will complete additional transition work with that child during the final Summer term. • Transition activities will be put in place to support a child's understanding of the changes ahead and secondary schools organise days to visit them during the summer term.
13	Information on where the local authority's local offer is published.	The Dudley Local Offer can be found using the following link: https://dudleyci.co.uk/send-local-offer
14	The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	<p>The Dudley local offer pages provide information on a range of support services: Dudley MBC Local Offer information: https://dudleyci.co.uk/send-local-offer SEND Team, Dudley MBC, Phone: 01384 814214. Website at: www.dudley.gov.uk/localoffer.</p> <ul style="list-style-type: none"> • Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Helpline number:01384 817373. E-mail: dudley.sendiass@dudley.gov.uk or contact the office mobiles 07824 543233, 07900 161363 or 07929 777744. https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/ • Connexions is an organisation which is able to offer advice on learning and work opportunities: Call: 01384 811400 Email: Connexions@dudley.gov.uk https://connexionsdudley.org/ • Child and Adolescent Mental Health Service(CAMHS): https://www.youngminds.org.uk/young-person/your-guide-tosupport/guide-to-camhs/?acceptcookies= • Young Minds http://www.youngminds.org.uk/ • Learning Support Service: Lssenquiries@dudley.gov.uk. Phone number: (01384) 813733 / 812093 9am-4pm weekdays (Term-time only) • Halesowen Nurses: School Nurse – Gemma Glover based at Leasowes High School, Kent Rd, Halesowen B62 8PJ. • What? Centre (Young person's advice and counselling) Phone: 01384 37 Email: thewhatcentre@hotmail.co.uk Website URL: http://www.thewhatcentre.co.uk/ • Reflexions

Pupils with medical needs

If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers and medical professionals. These are discussed with all staff who are involved with the pupil. Where necessary, and in agreement with parents/carer, antibiotics may be given after discussion with staff in school and only on the completion of a medication form. In line with medicines in school policy antibiotics will only be administered in school if the antibiotics has been prescribed four times a day.