Brixton St.Mary's C. of E. Primary School

Brixton St.Mary's C.of E. Primary School is part of the United Schools Federation (USF)

Our Motto -

"Within the love of God, working together, growing together for all to flourish"

2025 - 2026

How we support children with special educational needs or disabilities.

Aim

At St Mary's, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, no matter what their needs or abilities may be. All staff work in partnership with children, parents and other agencies in order to ensure an inclusive curriculum within which all children are enabled to progress to their full potential.

We are a mainstream Primary School and admit children from age 4 to 11.
The broad area of special educational need at St Mary's include:

- Communication and interaction
- Cognition and learning,
- Social, mental and emotional health,
- Sensory and /or physical needs.

We have a nurturing ethos throughout school. We employ a school counsellor and also use the Boxall program, with children being seen individually and in groups.

How will both you and I know how my child is doing?

- Continuous monitoring of classroom provision.
- Pupil progress meetings six times a year, National Curriculum levels and pre-key stage standards.
- Discussions with parents, either informally or at parent's evenings.
- At the end of each Key Stage, national Standard Assessment Tests (SATs).
- Some children have an Individual Learning Plan, or a TAF (Plans written within a Team Around a Family) which are reviewed and renewed at least three times a year.
- Screening tools to identify specific areas of need.
- Education, Health and Care Plans are formally reviewed once a year.
- Children are screened in Reception to ensure their speech and language is age appropriate.
- Boxall assessments monitor individual's emotional needs.
- Strengths and difficulties questionnaires are used to monitor some short-term interventions.

How will you help me to support my child's learning?

The school is committed to early identification of special educational needs and adopts a graduated response to meeting those needs.

The class teacher identifies a concern if a child is not progressing at an expected rate in one or all areas of learning or in their behaviour. The class teacher will then consult with the Special Educational Needs and Disabilities Coordinator (SENDCo) or Assistant SENDCo, in order to decide whether additional and / or differentiated provision is necessary. Consultations between teachers, the SENDCo and the Assistant SENDCo take place three times a year, but additional conversations are held when needed.

Parents may raise concerns about their child at any time and meetings can be arranged if necessary.

If additional and / or differentiated provision is necessary the child will be recorded as having SEN support.

Additional provision provided for the child that goes beyond differentiation within the classroom will be recorded on an ILP. The ILP will usually focus on 3-5 targets that have been discussed with both the child and their parents/guardians. The child will work through these targets assisted by a member of staff. These will then be reviewed, with the child and parents, three times a year and the outcome recorded so that new targets can be set.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. For those children who need further support the SENDCo may then apply for an Education Health Care Plan.

For pupils who have an EHCP, their progress and the support outlined in their plan will be reviewed annually and a report provided for the Local Education Authority.

What should I do if I think my child may have special educational needs?

- Informal contact with your child's teacher.
- A request to meet the Assistant SENDCo or SENDCo.
- A request to meet with the Head of School.
- A request to meet with the Executive Headteacher.
- Letter to Governors.

How are the school governors involved and what are their responsibilities?

The head teacher and the governing body set targets and specific criteria for the success of the SEND Policy. The allocation of resources within the school is based on an annual audit of need.

The governing body reviews the Policy and reports annually on the allocation of available resources and the success of the Policy in meeting SEND.

The SEND Governors meet regularly with the SENDCo.

The SEND Governor for the school is Mrs Elizabeth Thompson.

How will the school staff support my child?

All adults in the school are clearly focussed on helping your child to flourish and make the best possible progress. Teachers are responsible for children's learning and progress, but they work with school leaders, teaching assistants (TAs) and other support staff towards providing the best possible education for your child. We will make sure that children are safe, listened to and treated kindly, fairly and with respect.

How will the curriculum and learning environment be matched to my child's needs?

Teachers plan lessons to meet the needs of all the children in their class. In doing this, they plan a range of activities so that all children can learn as well as possible. Sometimes, children with SEND will receive extra support in class from another adult, such as a TA (teaching assistant). They may also receive extra equipment or other resources that will enable them to learn more quickly. On other occasions, children may be taken out of class to receive extra support, in the form of a special programme or activity. Normally these programmes are for a short time and for a specific purpose. At the end of the programme, we assess how well it has helped the child and decide on the next steps.

What are the different types of support available for children with SEND at the school?

- High quality teaching that is differentiated and personalised.
- Small group work.
- Emotional support delivered in a small group or individually by a TA or the School Counsellor.
- Specialist group work run by an outside agency.
- Individual support by school staff or an outside agency.
- Specialist equipment, such as sloping desks, specialist seating or ICT may be provided, depending on the needs of the child.
- Extra time, a reader or a scribe may be requested for SATs in Year 6.

How will my child be included in activities outside the classroom including school trips?

There is a range of extra-curriculum activities, at St Mary's, open to all children, as well as school visits, organised as part of the curriculum. We make every effort to ensure all children have the opportunity to take part in all activities we offer. Extra meetings are arranged with parents and carers before trips and residentials. All children take an active role in all areas of school life.

What support will there be for my child's overall well-being?

At St Mary's Primary School all children's emotional well-being and happiness is of the utmost importance. The school uses the 'Mind up' programme in all classes and also, Boxall profile, for those children who need a little extra support. This helps to develop children's ability to become more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic

attainment. Children are taken out to work in small groups or individually on programmes of work. Boxall assessments are carried out by school staff, to provide these programmes.
Children and parents can also access the School Counsellor, who can be contacted through the school office.
Extra-Curricular activities also support the emotional development of children, with activities such as mountain biking, diving and climbing being offered to Years 5 and 6 on a weekly basis.

Who is the School Counsellor?

The School Counsellor is Mrs Julie Sandover.

What specialist services and expertise are available at or accessed by the school?

- Staff training needs are identified and met, at least annually.
- Training can be for the whole school or Federation, or for staff who are working with certain children.
- The SENDCo, Assistant SENDCo and relevant outside agencies provide advice and training to staff to ensure children's individual needs are met.
- All teachers are responsible for the needs of the children in their class. All teachers are teachers of children with special educational needs.
- When a child starts at the school, transitional meetings are arranged to ensure the child's needs are met.

Outside Agencies who are available at or accessed include:

- Southern School Nurse Team (0333 2341 901)
- Early Help
- Health Professionals including the Bladder and Bowel Team, Paediatricians, Orthoptist, Community Nursing Service, Occupational therapists, Physiotherapists
- Speech and Language Therapist
- Educational Psychologists – Dr Esther Maher (Devon) and Kate Anthony (Private)
- Social, Emotional and Mental Health Team
- Communication and Interaction Team
- Outreach for Physical Difficulties
- Outreach from Special Schools
- Hearing and Visual Impairment Advisory teachers
- Impartial support for parents with children with SEN

Devon Information, Advice and Support
www.**devon**ias.org.uk/

Plymouth Information, Advice and Support for SEND
www.plymouthias.org.uk/

We make sure that our staff are well trained to enable them to support children with SEND. When we introduce a new programme or intervention, we first make sure that those who will deliver it to children are thoroughly trained. This allows us to be flexible and adapt to the needs of children with SEND that we may not have dealt with before.

Recent training includes: Training regarding the recent changes in SEND, Lego Therapy, Language Training, ASD in girls, Autism and PDA, Dyslexia two-day training sessions, HAST 2, SEMH and SLCN, Relational Approach, Attend, Stammering workshop, DLD, ERR (Early Reading Research), Autism training, Fun Fit, Widgit training, Early Help - Right for Children, MAST, PIP training, J9 (Domestic violence training), Trauma informed practice, Safeguarding 2 and 3, OIAP and targeted support framework, AAC training.

How accessible is the school both indoors and outdoors?

St Mary's C of E Primary School is largely on a flat site, with some ramp access where needed. We always take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We always make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.

What is a SENDCo?

A SENDCo is a Special Educational Needs and Disabilities Co-ordinator. The SENDCo is a specially trained teacher. Their main jobs are to identify children's special needs and help organise support for them. They also work with parents, teachers and other professionals who may be involved.

Who is the SENDCo for St.Mary's and how can they be contacted?

St Mary's SENDCo is Miss Karen Bristowe.
The Assistant SENDCo is Mrs Sharon Howlett.
You can contact both through the school office.

How are parents involved in the school?

- Daily contact with teachers at the start and end of the school day.
- Parent's Evenings three times a year, to discuss pupil's progress.
- Regular TAF meetings (Team Around the Family).
- Annual Reviews of Education Health Care plans.
- School events such as assemblies, sports day and school productions.
- Parent readers and helpers for school trips.

How are children with SEND involved in planning their learning?

Children are involved in the writing and reviewing of their ILP and deciding what targets they should set for themselves. They also contribute to the annual review of their EHCP, if they have one.

What do I do if I'm not happy about something to do with my child?

We would encourage you to come and talk to us about any concerns or problems that you have. In almost all cases, we will be able to resolve any issues quickly. If you are still unhappy and feel that the matter is unresolved, then the school's complaints procedure can be found on the website (www.stmarys-brixton.devon.sch.uk)

What is the Local Offer?

Local authorities are required by the Government to set out and publish a 'Local Offer'. The purpose of the 'Local Offer' is to provide clear accessible information about services available in the area, for parents and young people. The local offer must

- Provide information on provision from birth to 25 across education, health and social care.
- Make clear the options that are available at a community level right through to specialist and targeted services for children and young people with more complex needs.
- Be developed in conjunction with parent and carers and young people.

Devon County Council and Plymouth City Council are committed to ensuring that all children and young people have a good start in life. Some children and young people have special educational needs and/or disabilities (SEND) and these differing needs

mean varied levels of support may be required at different times.

To read more about the Devon Local offer click on the link –

https://new.devon.gov.uk/send/

To read more about the Plymouth Local Offer click on the link -

https://www.plymouthonlinedirectory.com/plymouthlocaloffer

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Year	Transition support for all pupils	Additional transition support for pupils with SEN	Individual transition support for pupils with complex / specific needs.
Pre-admission (include all activities undertaken to prepare pupils prior to entry)	o New Reception children visit with parents prior to starting o Pre-School children pay 3 weekly afternoon visits to FS. Children have story-times and activity afternoons o Ladybirds visit weekly o Teddy Bears Picnic o FS teachers invite parents in for a meeting (optional) o FS children mornings only for 1 day; stay to lunch for 1 day; stay whole day o Pre-school liaison meeting – virtual or in person	o SENDCo visits pre-school and nurseries o Reception teachers visit children and staff at Pre-School o SENDCo meets parents of children on SEN register for pre-entry discussions o Extra visits arranged for children where deemed to be beneficial	o Early external agencies e.g. Speech and Language/ Advisory Teacher Service, Portage, CITs
Year to Year transition	o Children visit to new classroom and teacher in Summer term o Face to face teacher handover discussions o Year group induction meeting for parents at start of Autumn Term o Handover of all documentation, IEPs etc to new teacher	o Transition books and extra visits for vulnerable children o TAs meet new children they may be working with	Transition meetings with SENDCo, new class teacher and outside agencies, if necessary prior to child moving class

In-year admissions	○ Parent and child pre-entry tour of school by HT. Meet with Class teacher, TAs, children ○ Pre-admission day in school, if needed ○ Year group induction meeting at start of Autumn term ○ 'Buddy' arranged for first days ○ Tour of school for child by children ○ School information given to parents	○ Extra visits arranged for children if deemed to be beneficial ○ TAs meet new children they will be working with	○ Transition meeting with SENDCo, new class teacher and outside agencies, if necessary prior to child moving class
Transition from school e.g.: to Year 7 or to new primary school.	○ 2 Visits from Year 7 tutors to all Year 6 pupils ○ Head of Year 7 visits to meet with parents ○ Pupils asked for names of peers they'd like to be /not be with ○ Teachers input advice on potential groupings ○ 'Visit to Secondary School for Year 6 children	○ Secondary SENDCo meeting with SENDCo to discuss each child on SEN register ○ Extra visits for highly anxious children/ those children on the SEN register ○ Transition books made with children needing it ○ After school club at Secondary School open for any vulnerable children	Transition meetings with SENDCo, Secondary SENDCo and other Secondary staff and outside agencies, if necessary prior to child moving school