



Jesus said 'I have come that you may have life, life in all its fullness' John 10:10

SEND Information Report 2023-24

Parent/carer questions	Key information	Important Documents & Links to Information
School Policy and procedure		
<p>What kinds of SEND do pupils in the school have?</p>	<p>St Martins is a mainstream Church of England Primary School. We cater for a broad range of needs and recognise that children's needs can change and fluctuate over time.</p> <p>At St Martins, we recognise and support children with needs in one or more of the following areas</p> <ul style="list-style-type: none"> ● Communication and Interaction – 65% of current SEND in school ● Cognition and Learning – 13% of current SEND in school ● Social, Emotional and Mental Health Difficulties – 19% of current SEND in school ● Sensory and/or Physical Needs – 3% of current SEND in school <p>20.5% of children at St. Martin's have SEND.</p> <p style="text-align: right;"><i>(Figures updated November 2023)</i></p>	<p>SEND policy https://www.stmartinscranbrook.devon.sch.uk/serve_file/23117395</p>
<p>How do you know if a pupil needs extra help?</p>	<p>When your child joins us, we will work hard to get to know them quickly, assessing how they settle, and what their strengths and challenges are. We use a graduated response of 'assess – plan – do – review' to secure an understanding of a child's ability, enabling us to plan appropriately for their needs.</p> <p>Teachers use their professional knowledge of children's development to assess age-appropriate understanding and behaviour. If a teacher has a concern about a child's progress and/or attainment, they will initially speak with parents and strategies will be put in place to try and support the child within the classroom.</p> <p>These strategies range from providing additional small group interventions or adaptive teaching, using a visual timetable, offering a scribe, use of verbal reminders or prompts, to offering noise reducing headphones, wobble cushions or use of regular breaks.</p>	



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	<p>If the child continues to struggle in the classroom, the teacher will seek advice from the school SENDCo and other staff.</p> <p>Key Stage Leaders run regular meetings with staff to identify children who are not settling well or making the expected progress; these children are then monitored more closely.</p> <p>Senior Leaders track progress of classes across the school and question the teacher around a child's slow progress to identify any support needs. Teachers are also able to track trends with behaviour that may be causing concern, which may also indicate that a child is struggling.</p> <p>In addition to the teaching staff's expertise and informal regular assessments, the school also uses standardised tests (AR, NFER) and other assessment tools such as Speech and language Link, which also may give an indication of a child's lack of progress.</p>	
<p>Day to day support</p>		
<p>How do teachers help pupils with SEND?</p>	<p>At St Martins, we believe in developing each child as an individual and use a relational approach to supporting all our children.</p> <p>Teachers work hard to ensure their teaching can meet the needs of all their pupils; adaptations are made for pupil's individual needs in a variety of ways. We firmly believe that all teachers are teachers of SEND and value the skills we have to adapt our teaching and learning.</p> <p>Class teachers use a range of 'in class' practices as well as planning specific intervention work and deploying TA staff appropriately to meet the individual needs of the children in their care.</p> <p>We are an inclusive school, and where possible and appropriate, children remain in class for their lessons, with the learning being adapted for them or additional adult support provided alongside them.</p>	<p>Five a day principle</p> <p>Provision maps;</p> <p>EYs</p> <p>KS1&2</p> <p>Relational Plan</p> <p>Record of interventions</p>
<p>How will the school support my child?</p>	<p>Our SEND practices reflect current best practice and meet expectations laid out in the SEND code of practice.</p>	



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	<p>The SENDo works closely with all staff and senior leaders to review the impact of our SEND support on pupil progress and attainment.</p> <p>Our school offer ensures that your child will be supported through our universal SEND practices, targeted intervention work and when/if needed more specialist provision. To ensure we deliver the 'Right support, at the Right time, in the Right place'</p> <p>Through our school improvement work we identify areas of development and plan appropriate CPD / staff training to further develop our skills, knowledge and understanding of SEND.</p> <p>We work closely with other children's services and other school professionals to ensure our SEND practices are responsive to current research and meet the needs of children across our school setting.</p> <p>We believe strongly in the importance of a child feeling safe, included and cared for and we see children making good progress, regardless of their ability once they believe they are valued.</p> <p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> ❖ Quality first teaching, with appropriate scaffolded support, adaptive teaching and differentiation in place ❖ Extra adult support in classrooms where appropriate ❖ Research-based intervention programmes ❖ Personalised provision through time limited programmes ❖ Personalised provision through adapted resources and intervention ❖ Enrichment Activities 	
<p>How will the curriculum be matched to my child's needs?</p>	<p>For most pupils, the curriculum is accessible, dynamic and of interest. For a few, a more personalised curriculum may be appropriate where we would consider how the child's interests can be used and the wider school environment could be adapted.</p> <p>For example, for some children last year, additional Forest school sessions were made available in smaller Nurture groups; for others the teaching kitchen became a valuable resource engaging them through cooking.</p>	<p>SHINE principles https://www.stmartinscranbrook.devon.sch.uk/page/shine-principles/125935</p>



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<p>Is there any additional support available to help children with SEND?</p>	<p>Class teachers plan the learning and match the teaching sequences to the needs of the children in their care. Through the whole class provision staff</p> <p>Class teachers manage the SEND of the children in their care. They work closely with the SENDco who reviews progress, supports practices and provides advice on intervention work and the more specialist provision we offer. Our school offer includes: Universal practices through the quality first teaching Targeted intervention work (our menu of interventions are research-based programmes) Specialist provision (for children with more complex needs)</p> <p>For Example: Currently we are working with the Communication & Interaction Team (CiT) to develop a total communication approach using a model called TEEACH to support a group of children in reception and Year 1.</p> <p>We work with other services and professionals to provide wider support for children and their families. For example: Early Help, Children centre, Mental Health in Schools</p>	<p>Refer to the blank provision map documents. These documents record the universal practices, intervention programmes and specialist support</p>
<p>How will the school know how well my child is doing?</p>	<p>Our Graduated Response is built on a cycle of 'Assess – Plan – Do – Review' approach.</p> <p>Teaching staff use a range of assessment tools to track progress. These include</p> <ul style="list-style-type: none"> ● day to day, dynamic assessment for learning ● termly NFER tests for KS2 children ● Accelerated Reader quizzes to assess reading progress ● Regular phonics assessments to closely monitor progress ● Quizzes at the beginning and ends of topics ● Talking with pupils about their work (Pupil conferencing) ● Book looks, lesson observations and drop-in monitoring by school leaders ● Use of further assessments such as speech & language Link, Thrive, Diagnostic spelling assessments, Number Stacks 	<p>Assessment Policy</p> <p>https://www.stmartinscranbrook.devon.sch.uk/serve_file/25137992</p>



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	<ul style="list-style-type: none"> • Pupil progress meeting with the class teacher and SENDco each term <p>Teaching and Learning is also monitored by the headteacher, senior leaders and subject leads to ensure the appropriateness of the curriculum, the quality of the teaching and learning, and the impact on pupil progress, attainment and overall achievements.</p>	
<p>How will I know my child is making progress?</p> <p>How do you check on this?</p>	<p>We report to parents 3 times a year – through parents' evenings and a written report. Any child with an EHCP will also have an Annual Review of their EHCP.</p> <p>Termly pupil progress meetings are arranged with the class teacher and SENDco - to review progress and discuss the provision in place for children with SEND.</p> <p>For children with an EHCP teachers plan provision based on the 'F section' provision stated on the child's plan. Teachers work closely with the SENDco and parents to monitor progress towards their EHCP targets and wider needs.</p> <p>Senior Leaders review the progress of all children termly, and challenge slow progress. Teachers set targets for their children with SEND on a whole class provision map, and these are reviewed termly. Where the target hasn't been achieved, a revised target may be set, or an alternative strategy may be deployed.</p> <p>The SENDCo follows a termly timetable for reviews, including monitoring visits of lessons, class observations, book looks and pupil conferencing, across the school to ensure the assessment of children with SEND with accurate.</p> <p>Our Lead Governor for SEND meets the SEND team termly, where children's progress is reviewed, and any issues re provision are discussed and resolved. The Lead Governor reports on the progress within SEND to the full Governing Board termly, following their monitoring visits.</p>	<p>Refer to Assessment Policy</p>
<p>How will my child be included in activities</p>	<p>All children are encouraged to take part in the extra- curricular activities, trips, residentials and enrichment planned for their class.</p>	<p>Equality policy</p>



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<p>outside the classroom, including school trips?</p>	<p>Practices are in place to identify what support a child will need, for example a risk assessment will identify areas of concern, risks and how to manage these. The school staff work with parents to plan appropriate adjustments for children with SEND.</p> <p>The school has facilities to support inclusion and access for example: wheelchair accessibility, 3 disabled toilets, 2 with shower facilities. Disabled parking is also available for school drop offs and pickups.</p> <p>Across the school, there are multiple ways children can take on responsibilities and have a voice such as</p> <ul style="list-style-type: none"> ● Sports Leaders ● Learning Ambassadors ● Librarians ● Buddies ● Lunchtime Helpers <p>These are open to all children and many children with SEND fill these positions.</p>	<p>https://www.stmartinscranbrook.devon.sch.uk/serve_file/25137991</p> <p>Accessibility plan https://www.stmartinscranbrook.devon.sch.uk/serve_file/7452573</p>
<p>How will you support my child's overall well-being?</p>	<p>St Martin's has a strong inclusive ethos based on a relational approach to supporting children's social and emotional development. All staff attend training to secure their understanding of children's social, emotional and mental health.</p> <p>We work closely with other services and professionals for example: advisory teachers from the Social, Emotional and Mental Health Team, Mental Health in Schools' team and will refer to health services if needed for example CAMHs.</p> <p>We have a family advocate who supports our families and is a key champion for our children's wellbeing.</p> <p>We understand that children need to be 'ready to learn' and where they may have worries and anxieties, or where they may have been affected by trauma, their 'readiness to learn' is impacted.</p>	



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Our relational approach prioritises the building of relationships between adults and children, across the school. We recognise the importance of children feeling valued, and noticed, for them to develop a sense of security and safety in their environment.

Staff strive to be positive in all their interactions with each other and with the children in their care; we talk about 'noticing and naming' behaviour and supporting children to understand why we behave in certain ways.

As a school we will work hard to support every child to 'be the best they can be'; this may be through

- Timetable adaptations
- Individualised provision
- 1:1 support
- Mentoring
- Additional nurture provision
- Specific intervention work e.g. Drawing & Talking, Thrive



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Involving families		
<p>How will you help me to support my child's learning?</p> <p>When will we be able to discuss my child's progress?</p>	<p>St Martin's have three opportunities to formally share progress reports on children, this is done in the autumn and summer terms through parent consultations, and in the spring term via a written report.</p> <p>In addition to the normal reporting parents can contact the head teacher, SENDCo or class teacher to ask for additional information. Parents are invited into school to join their children for shared workshop events for example open afternoons or Christmas Crafts or stay & play sessions in Early Years. Teaching staff do a meet and greet at the start of each day and parents can use this to support transition and/or exchange information with the class teacher.</p> <p>At the start of each term, teachers will send home a class letter explaining the housekeeping items that need to be shared e.g., PE days; along with this, teachers will share knowledge planners for the topics being covered within the term – these are meant as a guide to support parents when talking with their children about work in school.</p> <p>We also use School Spider which enables teachers to share news and any other important information. The School Newsletter includes a regular SEND-corner with useful information for parents about wider SEND practices, training and services.</p> <p>This year we have introduced termly Bite Size workshops for parents and offer a termly SEND surgery (coffee morning). The aim is to help parents to support their child's learning, access relevant services and understand our SEND support.</p>	
<p>How will my child be able to share their views?</p>	<p>Our current assessment systems and graduated response includes regular conversations with children about their learning through pupil conferencing. We encourage child to feedback to staff and share what support works and doesn't work for them.</p> <p>In addition, children can contribute their views when reviewing a programme of work, an intervention they have attended, or an extra-curricular activity.</p>	



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	<p>Children are also invited to contribute their views to their Annual Reviews if they have an EHCP, and to contribute to their yearly reports.</p>	
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p>Prior to transferring between classes, the child's teacher will provide detailed information for the new class teacher, through the hand-over meetings. Where appropriate the SENDco will be involved in transition arrangements for individual children. We plan enhanced transition arrangements, tailored to individual needs, for children who need more than our universal practices.</p> <p>When children transfer from/to other settings the class teacher and SENDCo will have conversations with the receiving school, or with the child's previous school/setting. Information is shared through our secure systems and any reports, assessments and documents are transferred.</p> <p>We work closely with the Secondary School settings and plan enhanced transition arrangements, tailored to individual needs, for children who need more than the universal transitions procedures for Secondary.</p> <p>The focus of an annual review for Children in Year 5 with an EHCP is on transition to Secondary school and ensuring the most appropriate setting is identified.</p> <p>We use CPOMS, which is a secure online system where documents can be saved and safely transferred between school settings who use the same system.</p> <p>We employ a Family Advocate at St Martins, with a wealth of experience on supporting families in a variety of ways. This enables our school to successfully access support for our families through Early Help and other services.</p>	
<p>Staff skills and wider support</p>		
<p>What skills do the staff have to meet my child's needs?</p>	<p>Our school offer for SEND is built on providing Universal practices, through our quality first teaching, Targeted intervention programmes, which are research base and Specialist provision for children with more complex needs.</p> <p>We invest in our staff to ensure we have the skills, Knowledge and understanding to maintain a high level of expertise to support children with SEND in school.</p>	



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<p>What specialist services are available at or accessed by the school?</p>	<p>As part of our whole school Continual Professional Development (CPD) we deliver regular 'in school' staff training which focus on aspects of SEND, as well as staff attending training delivered by other relevant professional services.</p> <p>Our teaching assistance are trained to deliver the intervention programmes we offer. For example: Lego therapy, Thrive, Little Wandle phonics, colourful semantics, Drawing and Talking, Number Stacks</p> <p>Our SENDCos have the Postgraduate National Award for SEND Qualification</p> <p>To support our practices in more specialist areas of need we work with other providers and purchase traded time with services such as Communication and Interaction team, Educational Psychology service and the Social and Emotional Mental Health team. These services work with staff through consultations and provide further training.</p> <p>At St Martin's we employ a Family Advocate, who works with our families and accesses a range of support through Early Help, Children Centre, social care and Right 4 children.</p>	
<p>What happens if my child needs specialist equipment?</p>	<p>The school was built to be compliant with all disability standards. For further information, please see the school's Accessibility Plan.</p> <p>If a child needs specialist equipment we will refer to medical services such as OT, Physiotherapy, DCC advisory services to support children with disabilities (physical, hearing and/or Visual impairments).</p> <p>The advice from the services will enable us to work in partnership with parents to ensure a child's needs are met.</p>	<p>Accessibility Plan https://www.stmartinscranbrook.devon.sch.uk/serve_file/7452573</p>



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Accessing advice and support		
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>School Telephone: 01404 515409</p> <p>SEND Co-ordinators: Emily Kelsall and Ali Hirst. sendco@smartinscranbrook.devon.sch.uk</p> <p>SEND Governor: Brian Gravenor briangravenor@smartinscranbrook.devon.sch.uk</p> <p>Please note: the Lead Governor for SEND works with the SENDCo to monitor and review SEND and support provision in school and does not deal with issues related to individual children. If you have a query or issue regarding your child's needs, please speak to either your child's class teacher or to the SENDCo.</p>	
<p>What do I do if I'm not happy or if I want to complain?</p>	<p>If you have any concerns regarding your child, or how the school has managed to support your child, then please first address these with the class teacher, SENDCo or Headteacher. If you continue to have concerns, please refer to our Complaints Procedure which will give you detailed information on how to make a complaint.</p>	<p>Complaints procedures https://www.smartinscranbrook.devon.sch.uk/serve_file/20020592</p>
<p>Where can I get information, advice and support?</p>	<p>If you need additional support for your child, your class teacher will be the first point of contact, they will then refer this to the SENDCo. Our SENDCo and/or Family Advocate will be able to offer support in school or direct you to other children & family services.</p>	
<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>As part of the Local Offer - Devon County Council provides a range of services to support families who have children and young people with SEND.</p> <p>Families can find out about the Local Offer here.</p>	