


Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:		St Margaret's CE Primary School	
Address:		High Street Stoke Golding Warwickshire CV13 6HE	
Telephone Number:		01455 212393	
Name of Head of School:		Miss Aly Steele	
Name of SENDCo:		Mrs Hellen Ibbitson	
Head teacher details:		stmargarets@ipat.uk	
Website address:		https://www.stmargarets-leics.co.uk/	
Facebook account details:		St Margaret's C of E Primary School https://www.facebook.com/stmargaretsstokegolding	
Twitter Feed details:		@StMargaretsCEP2	
Instagram details:		@stmargaretsceps https://instagram.com/stmargaretsceps?igshid=MWZjMTM2ODFkZg==	
School/College Specialism:		Mainstream Primary School	
Age Range of students (start and finish) to include Post 14 onwards where relevant):		4 - 11	
Date of Last Inspection:		October 2024	
Outcome of last inspection:		The quality of education Good Behaviour and attitudes Good Personal development Good Leadership and management Good Early years provision Good	

Does school/college have a specialist designated unit/additional learning support department?

Yes No

Total number of students with special educational needs at college/setting :	52 (23%)
Total number of students receiving additional learning support:	59 (26.5%)

1. The kinds of special educational needs for which provision is made.

The school's ethos is to encourage a life-long desire to learn, identifying and realising each individual's potential in our Christian school. Staff are committed to giving every pupil "The roots to grow and the wings to fly" (see the school [mission statement](#)) enabling the opportunity to achieve to his or her full potential whilst recognising that learning needs to be enjoyable, exciting and a happy experience in a vibrant environment. A positive ethos and inclusive, creative learning environment is fostered.

At St Margaret's we aim to provide an inclusive curriculum by:

- Setting suitable learning challenges,
- Identifying and responding to pupil's diverse and individual learning needs,
- Identifying and overcoming potential barriers to learning and assessment for individual groups of pupils.

St Margaret's CE Primary School is a mainstream school and we value all of our pupils. In order to ensure that our pupils are making good and better progress at school we monitor and assess each pupil at least half termly. Where there is evidence that a pupil is not making age-related progress in any area of the curriculum, including socially and emotionally, we provide additional targeted support in class or use specific interventions.

Parents/Carers who have concerns about their child are encouraged to speak to any of the members of staff listed above through the school office or arrange to speak to their child's class teacher.

Class teachers use parental consultation evenings and reports to talk about children's progress and suggest ways you could help at home. If there are any specific concerns about your child you may also be invited to attend a meeting to discuss your child's needs with the teacher or request a meeting yourself. If difficulties persist, the SENDCo (Special Educational Needs & Disabilities Co-ordinator) may become involved. At this point there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

Where pupils are identified as continuing to work below their expected levels of progress, despite increased support, we may add them to the SEND register, following consultation with parents. Regular and rigorous monitoring takes place. If necessary, we adjust the provision. Parents/Carers are kept fully informed via at least termly updates.

2. Information about policies for the identification and assessment of pupils with special educational needs.

At St Margaret's Primary School we identify pupils with special educational needs early through teacher's observations and rigorous assessments, parental/carers views and knowledge and pre-school/previous school history.

This will be supported by relevant evidence in the form of:

- EYFS and key groups SALT screening
- EYFS and SEND Tapestry
- Year 1 Phonics Screening
- Termly tracking from all classes in KS1 and KS2
- SENDCO assessments and observations
- Pupil's work
- Parental/ carer meetings
- Medical notes
- Information and reports from external agencies e.g NHS SALT, feeder nurseries
- Pupil records
- End of Key Stage 1 teacher assessments
- Individual pupil tracking by class teachers and SENDCO in line with the Assess, Plan, Do Review process (APDR) as required by the 2014 SEND Code of Practice
- Cohort tracking

Teachers who have concerns about a pupil from their own observations, rigorous assessments or from information from parents/carers will fill in an Initial Concerns Checklist where they can record:

- Differentiated classroom provision they have implemented over time
- Key notes from observations and assessments
- Key notes from discussion with other staff including TA's or LSA's
- Key notes from discussion with parents/ carers
- Key notes from discussion with pupil concerned.

As soon as a parent/carers or teacher becomes aware that a pupil has special needs of a temporary or more permanent nature the following procedures will begin:

- parents/carers views will be sought and will be valued equally with those of professionals involved
- parents/carers will be involved in assessment and decision making
- parents/carers will be encouraged to recognise their responsibilities towards their child
- school will support parents/carers to help them to understand and support their child at home
- school will share information in whichever format parents/carers find the easiest to access
- parents/carers are kept fully informed at all stages through individual meetings with the class teacher, SENCO
- parents/carers are asked to give us any information they have about their child which may help us in meeting his/her needs
- parents/carers are regularly updated on their child's progress and new targets set
- reports following assessments by outside agencies are shared with parent/carers to ensure they understand any technical information

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How

St Margaret's CE Primary School

 evaluates the effectiveness of its provision for such pupils.

The policy and provision for pupils with Special Needs and Disabilities at St Margaret's is monitored in the following ways:

Regular completion of assessment and reviews,

Data analysis and the monitoring of pupils who are not making expected progress so that this can be investigated and where appropriate, strategies and interventions put in place,

Close monitoring of the effectiveness of Pupil Passports by the SENDCo who liaises with other members of staff to question/challenge if targets are not being met and what needs to be done next,

Continuous updating of provision and monitoring that pupils are receiving the correct provision,

Increasing staff confidence to support pupils with Special Educational Needs and Disabilities,

The views of parents/carers are vital in creating and setting targets for their child's educational programme and achievements and the targets they think their child needs too. Pupils' opinions will also be sought via the use of pupil voice discussions and surveys,

All pupils being included in all activities wherever possible,

Monitoring by Governors, challenging and questioning how we effectively cater for children with Special Educational Needs,

OFSTED inspection.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

Progress reviews of all pupils including SEN/D pupils takes place each term. All pupils with SEN/D will have a Pupil Passport to support learning, a copy of which will be sent home. The passports are reviewed formally at least three times a year, but monitoring is ongoing and reviews are conducted when professional advice is received or targets are achieved and next steps are put in place. Where learning needs are more complex and on-going, school in liaison with parents and following advice from other professionals, may apply to the LEA for an Education and Health Care Needs Assessment. If successful, the EHCP will be reviewed annually with parents, school staff and other relevant professionals. Parents/Carers are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. The SENDCo holds termly coffee mornings for all parents / carers of children on the SEN/D register, where these children's parents / carers can raise concerns or ask questions. In addition, workshops are held for all parents/carers on a range of curriculum areas including phonics, reading and maths strategies. These workshops help parents/carers to support their children's learning at home.

Highly effective assessment and tracking procedures ensure that teachers are accurately aware of their own class data and are accurate in assessing the starting points of their pupils. They are rigorous in the assessment procedure and ensure that progress data is robust and underpins all lessons. Effective systems are in place to track and review individual pupil progress and to target interventions. This tracking means that the school is able to successfully identify potentially vulnerable groups and put effective intervention and support systems in place.

Pupil voice is sought regularly via discussion and/or questionnaire to ensure that children take part in identifying their needs and qualitative information is used to check progress in areas where numerical data is not appropriate.

The Leadership Team lead the teaching staff to rigorously review attainment and progress of pupils with SEN/D and all groups of pupils to challenge the gap. Pupils who are not on track to reach their targets are identified and if required changes in provision made.

The Governors are involved in monitoring. Information is shared with Governors through:

- Evidence of self-evaluation in the form of SEN/D portfolio,
- The school Strategic Development Plan,
- Governor partner meetings with subject co-ordinators,
- Short reports written by staff to share in Governor meetings,
- The termly report to Governors by the Headteacher includes up-dated information on the number of pupils at each stage on the SEN/D record.

The Headteacher and the nominated Governors monitor the programme, policy and provision throughout the year.

Governors hold senior leaders to account for all aspects of the school's performance and strike an excellent balance of challenge and support.

(c) Our approach to teaching pupils with special educational needs

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. They differentiate the curriculum accordingly and take into account pupils' ability and the different way in which pupils learn. The SENDCo has a role in supporting class teachers to do this as effectively as they can, with teachers providing advice on provision and identifying individual's needs. Teachers, subject leaders and the SENDCo monitor pupils' books and observe practice to see how effective these strategies are. We consider recommendations from outside agencies e.g. Specialist Teaching Service, to ensure SEN/D pupils are able to access the curriculum. Differentiation for these specific groups of learners within lessons complements the wide range of teaching styles our teachers use to inspire their pupils, thus ensuring very good outcomes from lessons and embedding independence in our learners.

The school's curriculum objectives for pupils with Special Educational Needs and Disabilities are:

- To provide effective use of adaptive teaching matched to the needs of pupils with SEN/D (Quality First Teaching)
- To provide a multi-disciplinary approach to meeting the needs of all learners through advice and support of external agencies
- To provide effective use of intervention and school resources

The school's SEN/D Co-ordinator alongside the Head of School and other senior leaders will:

- Determine the strategic development of the SEN/D policy,
- Have a day-to-day responsibility for the operation of the SEN/D policy,
- Co-ordinate provision for all pupils with SEN/D,
- Maintain the SEN/D record,
- Liaise with all staff and Governors in regards to SEN/D, advise and contribute to in service training,
- Oversee, review and analyse the individual records and assessments of all pupils with SEN/D,
- Liaise with parents/carers and provide any support they may need to help their child reach his/her full potential,
- Liaise with previous and potential next providers and support with the transition as pupils move between classes and Key Stages,
- Represent St Margaret's at SENDCo Network meetings and other relevant meetings to keep the school informed of current changes,
- Investigate and introduce suitable new initiatives that would benefit pupils with SEN/D e.g. Emotional Literacy Support.,
- Advise on the deployment of the school's delegated budget and other resources to meet the needs of the pupils' needs effectively,
- Work with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

The Accessibility/Equality Policy is regularly reviewed by our Governing body. Pupils who have a medical need in school have a Care Plan in place to identify and support any area of concern and to discuss medication and therapy.

The following additional facilities for pupils with SEN/D are available at this school:

- TA and /or LSA time to benefit those pupils who need extra support, e.g intervention groups, individual target groups,
- Adapted lessons to provide for individual learners,
- Staff expertise / trained for ELSA support and Forest Play,
- Communication-friendly environment strategies e.g visuals to support communication where needed,
- All classroom staff trained in Dyslexia awareness,
- All classroom staff at least Level 1 Autism awareness trained,
- Speech, language and communication needs awareness and support co-ordinated by SENDCo with the support of the Communication Champion and Intervention Specialist.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

Additional support is tailored to the individual needs of our pupils; the support may come from the class teacher, teaching assistants, learning support assistants, ELSA / Forest Play staff or lunchtime supervisors, with the support and guidance of the SENDCo. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties and may be based on guidance from external professionals. Class teachers will discuss additional provision with parents/carers and pupils. Our aim is to support pupils to enable them to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting. Parents/Carers are consulted throughout the process. Specific training for staff is sought where appropriate and the SENDCo and other adults liaise regularly with other agencies such as Autism Outreach and SALT.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

We provide a range of clubs within the school day and after school activities as well as trips which are made available for our pupils. If a pupil has additional needs, we would aim to plan carefully with parents/carers in order to meet specific needs. Activities to engage children and support communication is also available at unstructured times of the day, including playtime and lunchtime.

Additional intervention approaches are used where appropriate eg DI/PT, Toe by Toe, IDL Literacy, SALT. Two staff members are ELSA trained and run support sessions for children with SEMH needs, as well as other groups such as 'Thinkwise'. Two staff members run a Forest Play session weekly for a small number of identified children. Our therapeutic support is offered on a rotational basis, to allow access for all who need it and opportunities for those attending to put their learning into practice before it is reviewed.

The school has a small Sensory Room which can be used as part of our provision to meet the sensory needs of our SEN/D pupils, in addition to Sensory Circuit activities.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

St Margaret's offers a range of interventions to support the pupil's different needs, enabling full access and participation in school life. Emotional and social development is very important in the overall education of pupils and as such we use the Zones of Regulation as a whole school approach to support all children, with some children having additional support that is more tailored to their individual needs. Being happy at school and building resilience is crucial and the school leadership team monitors the well-being of all pupils. Where pupils are found to have needs around emotional and social development, provision is put in place to support them. We have 2 staff members who are trained in ELSA and have a huge impact with these children and their needs. We also have one intervention specialist, who also supports children with SEMH needs individually or via Forest Play sessions .

Some pupils may have needs related to behaviour and we will work with parents/carers to support these pupils in school. The number of pupils given temporary exclusions over the last three years is two and in fact there have not been any permanent exclusions for a number of years.

We seek training to enable staff to meet individual medical needs of pupils, and where necessary more specialist training is provided e.g. for pupils with diabetes, hearing loss, etc. We have a Medication Policy and Management Procedures and if any child has a specific medical need, an individual care plan is put in place and we have protocols in school to manage such requirements. All members of staff receive regular first aid and allergy training. Children's safety is of paramount importance to all staff in school. We have a Child Protection/Safeguarding Policy and all staff are trained regularly in looking for signs which may indicate a concern.

Attendance is consistently above average.

Governors have agreed policies that focus on pupils adopting safe and responsible practices in the use of new and ever advancing technology. This includes the Health and Safety Policy, Internet Policy, The Use of Images of Pupils, Acceptable Use Policy and Parental Agreement. LA guidance has been used in the implementation of these policies and staff regularly remind pupils of safe practices such as using CEOP. This is also shared with parents/carers during E-Safety presentation evenings and how to keep pupils safe at home as well as school.

4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:

SENDCo:

Mrs Hellen Ibbitson

stmargarets@ipat.uk

01455 212393

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The Governors at St Margaret's support and invest in the professional development of the staff. Funding is allocated to training according to the current and anticipated needs of individuals and of the school.

Mrs Hellen Ibbitson has completed the 'Post Graduate Certificate in Special Educational Needs' and attends meetings to keep up to date with new reforms. She leads full staff meetings (for all staff including office and lunchtime staff) about particular needs that may become a priority in school and/or arranges for training to address these needs.

The school works with a range of outside agencies to secure specialist expertise. These currently include:

- Speech and Language
- Educational Psychologist
- Leicestershire Learning Support Service
- Autism Outreach
- Community Paediatricians
- Health Visitors/School Nurse
- Occupational Therapists
- Local Area Special Schools

Mrs Hayley Warwick and Mrs Kerri Fryer have also completed ELSA training to enable SEN/D pupils to access the curriculum in the setting most appropriate to their needs. They attend regular network meetings to ensure up to date practice.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Accessibility of the school is reviewed annually as part of our Accessibility Plan taking into account the needs of any children starting our school who may need adapted facilities or resources and following discussions with parent/carers.

The following facilities are available at St Margaret's:

Within the main school building, as it is on two levels, there is a lift for wheelchair access and the design of the building is suitable for pupils with physical disabilities,

Wherever there are steps in school, there is also a ramp close by so there is alternative access,

Within the main building, ceilings have been lowered and the floor is carpeted to improve acoustics for hearing impaired pupils,

There is a disabled toilet for pupils or adults,

Disabled parking bay,

Resources are adapted for pupils with visual impairment.

Communication-friendly audits are conducted regularly to aid pupils with SLCN.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

If a teacher has concerns regarding a pupil, these will be shared with parents/carers and an Initial Concerns form will be completed by the teacher and shared with the SENDCo. At this stage, the child may be added to the 'Monitoring' list if this is felt necessary. If these concerns continue despite appropriate interventions parents/carers are updated and with consent their child is placed on the Special Educational Needs and Disabilities (SEN/D) record. With their child's class teacher and / or the SENDCo they share the targets and areas where support is needed on a Pupil Passport for their child. They are given a copy to retain for future reference. Parents/Carers are encouraged to work on activities at home with their child to help them achieve their targets. Pupil Passports are reviewed and revised where necessary and at least each term by the class teacher and SENDCo. At this stage further assessments can be considered or whether there should be changes to the support provided. This review is shared with the parents/carers; they are invited to add their comments concerning their child's progress towards meeting the targets as well as make suggestions about future targets. Pupils are also encouraged to take ownership of their targets and contribute their thoughts about their progress. Through discussions with the SENDCo, parents and class teacher it will be decided if the pupil needs to remain on the SEN/D record.

In cases where despite continuing significant support and intervention a pupil continues to experience a much higher level of difficulty than their peers in making progress, then the school may seek specialist advice (with parental/carer agreement) and may refer the pupil to the LA for a statutory assessment of their special needs.

Parents / Carers of children with an EHCP have the additional opportunity to be involved through their child's Annual Review.

Parents/ carers are invited to termly SEN/D Coffee Mornings where they can discuss their child's needs with the SENDCo and at times external professionals are invited to speak.

The SENDCo's contact details are available via the school website and the SENDCo is available to speak to parents at various points across the school week.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

At St Margaret's we encourage pupils to celebrate their strengths, share their views about their needs and comment about the support they receive. Pupils and particular groups of pupils have excellent educational experiences at St Margaret's and these ensure that they are well equipped for the next stage of their education, training or employment.

We believe that whenever possible pupils should be involved in recognising their achievements and the areas they find challenging.

In practice pupils with special needs at our school are encouraged to be involved in the following ways:

In discussing their problems, feelings and difficulties with sensitive, trusted adults and other pupils,

In recognising and celebrating their own achievements including using "I can..." statements,

By reflecting on their own progress and self-evaluation,

Pupil Voice questionnaires at least annually.

We want pupils, right from the early years, to be involved in the decision-making progress.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

The school operates an 'Open Door' policy. Parents/carers are able to exchange information with staff in the morning, at the end of the school day and the Head of School is available for both informal and formal discussions. Support staff are at the doors each morning to greet families and to assist with any queries. At the end of the school day teaching staff are available to see parents/carers as required.

For treatment of complaints, see our Complaints Policy.

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.

Governors know that in addition to teachers, teaching assistants and learning support assistants, there are a wide range of other professionals and organisations who are involved in meeting the needs of all pupils including those with SEN/D.

Services St Margaret's Primary School access currently are:

Educational Psychology Service
Specialist Teaching Services ~ staff specialising in supporting pupils with:

Hearing Impairment
Autism Outreach
Learning difficulties including dyslexia
(Learning Support Services)
Special Educational Needs Assessment Service
Speech and Language Therapy
Physiotherapy
ADHD Solutions
Occupational Therapy
School Nurse / Diabetic Nurse
Inclusion

Any pupil new to the SEN/D record will already be having their needs met through interventions in school.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

If you need support in finding an organisation or support service for your child, please contact Mrs Hellen Ibbitson (SENDCo) or Miss Aly Steele (Head of School) at St Margaret's, who will be happy to navigate you through the local offer.

We also support parents/carers in liaising with outside agencies that become involved in supporting their child. Parents/Carers of SEN/D pupils are kept fully informed and have additional opportunities to gain information on how they can support their child's learning. Information is also available at the school office. Through liaisons with parents/carers, staff will inform them of any further services available or support them completing any paperwork.

12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Meetings are held regularly with local pre-schools and high schools to discuss pupils on the SEN/D Record transferring to other provision. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements can be made for individual pupils as required. The timescale for this is organised according to individual pupil needs. We also liaise with schools from other authorities when pupils move into our school from out of our local area. Parents/Carers are encouraged to visit provision as children move to Key Stage 3 and meetings are held with parents/carers and the new provider. Where children have an EHCP, a member of SEN Staff from potential feeder schools is invited to the child's annual review in the first Autumn half term, to enable discussion about provision for the child's need. Classroom staff liaise with each other to ensure smooth transition for all pupils, including those with SEN/D into their new class towards the end of each year and transition activities are put in place where necessary to support this.

13. Information on our contribution to the publication of the local authority's local offer.

We work closely with the local authority to ensure that our school offer of SEN/D complies with the Code of Practice. The local authority's Local Offer can be found on their website.

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

