

# St Margaret's C of E Primary School



## Special Educational Needs and/or Disability (SEND) Information Report

Title	SEND Information Report	
Approved by Governing Body		
Due review:	September 2025	
Last Reviewed:	November 2024	

## St Margaret's CE Primary School

### SEND Information Report

The Special Educational Needs and Disabilities (SEND) Report provides information about the identification of, and provision for, children with Special Educational Needs, paying regard to the SEND Code of Practice: 0 to 25 Years, 2015. It should be read in conjunction with the School's SEND policy and other relevant policies.

#### Welcome to our school

St Margaret's is an inclusive school and we welcome everybody into our community. The Staff, Governors, children and parents/carers work together to make our school a safe, happy, welcoming place where children can achieve their full potential and develop as confident individuals. In order to do this, we focus on providing equality of opportunity for all children; we pay attention to the different groups of children within our school, which helps us to provide a place for all children to achieve their best, become confident individuals and to make successful transitions within and beyond school.

In order to welcome you to our school, our admissions lead, Miss Freemantle, will invite you to an initial meeting where she will share everything that you need to know to make a positive start in school. If your child has additional needs, the SENDCo will also attend the meeting to ensure that adaptations and adjustments are made straight away to support your child in school.

Responsibility for coordinating the day-to-day operation of Special educational needs and/or disability (SEND) provision lies with the Special Educational Needs Coordinator (SENDCo), Mrs S Fazal, Deputy Headteacher and Inclusion Lead. She is contactable by telephone 0161 226 2271 and email [s.fazal@st-margarets.manchester.sch.uk](mailto:s.fazal@st-margarets.manchester.sch.uk).

Ms. Jacqui Hanrahan is the school governor with responsibility for SEND. Her email address is [j.hanrahan@st-margarets.manchester.sch.uk](mailto:j.hanrahan@st-margarets.manchester.sch.uk).

In addition, Mr. David Hunter, Head teacher is also contactable through the school office and email [d.hunter@st-margarets.manchester.sch.uk](mailto:d.hunter@st-margarets.manchester.sch.uk).

The following information shares with you the types of support available for your child at our school. In addition, we will outline how we contribute to the Local Authority Offer by detailing the support and provision you can access within your local area.

## Kinds of special educational needs that are provided for

A child has SEN “if they have a learning difficulty or disability which calls for special educational provision to be made for him or her” (Code of Practice, 2015).

**Additional to and/or different** provision is currently made in school for children with a range of special educational needs. We provide support for children across the four areas of need as set out in the SEND Code of Practice, 2015.

If a child has SEND, then their needs will fit into one or more of these categories. Most children who have special educational needs are categorised as needing SEND support. This describes the provision that schools organise from within their available resources to meet the needs of identified children. In addition, if a child's learning needs have been identified as severe, persistent and complex by a range of professionals, schools can make a request for a statutory assessment to the Local Authority. If agreed, then an Education, Health and Care plan (EHC plan) will be provided which will outline the outcomes, additional provision and resources required to meet the child's needs. This plan is reviewed annually.

### Areas of SEND

Communication and Interaction – children may have difficulties with speech and language, social interaction, making friends and relating to others. Children may have a diagnosis of ASD. They may have sensory sensitivities, perhaps struggling with noise, food types, textures

Cognition and Learning – they may have difficulties with some or all of their work in school, reading, writing, mathematics and organisational skills

Social, Emotional and Mental Health difficulties – they may have difficulties with regulating their emotions

Sensory and/or Physical Needs – they may have difficulties with PE, handwriting or physical mobility. Children may have a hearing impairment or a visual impairment

## School's policies for identification and assessment of pupils with SEND

Assessment is an on-going process throughout the school. Teachers, as part of their professional standards, monitor and review all children's outcomes throughout the year. Progress and attainment are assessed against nationally set criteria to check their progress across all areas of learning/subjects. In addition, concerns are raised regarding other barriers to learning, including social, emotional and mental health matters. Termly meetings are arranged to discuss pupil progress and data is collated using the school tracking system in order to monitor progress throughout the year. This process supports the early identification of any children who are not making

expected progress and this helps school to identify those children who may need additional support.

Children may also be identified as having SEND in a variety of ways, including the following:

- Liaison with previous setting/school
- Concerns raised by parents/carers
- Concerns raised by a teacher, especially when a child is not responding to in class differentiation
- Monitoring of progress shows that a child is performing significantly below age related expectations for a sustained period of time
- Monitoring of progress shows that a child is making slower than expected progress, especially when compared with other children at the same age or stage of development
- Continued difficulties after extra support have been given
- Additional observation and assessment completed by staff within school
- Observation and assessment by other professionals such as Outreach and specialist teachers, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS), Educational Psychology.

Following the SEND Code of Practice, the school promotes a **graduated approach** to assessing, identifying and providing for children's special educational needs. This process is known as **Assess, Plan, Do, Review**. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. The local authorities matching provision to need tool is used to inform a gradual increase of support.

When there is a concern, the Special Educational Needs Coordinator (SENDCo) will coordinate any action around any identified needs. She will explain any additional provision that is in place for individual children and will keep parents/carers updated about any intervention in school via letters, phone calls or emails. Provision is also discussed at parents/carers' meetings during the year.

Please do not hesitate to contact school to speak to the SENDCo should you wish to seek advice, support or discuss any concerns you may have about your child's progress and development. The SENDCo is supported by the SEND team, including a SEND teacher, teaching assistants and the SEND Governor.

## School's policies for making provision for children with SEND

### - Evaluating the effectiveness of the provision made for pupils with SEND

On a termly basis, data is collected from all teachers showing current levels of attainment for all children. This is used to assess pupil progress and to highlight any concerns. Adaptations to provision are made in the light of these findings. Outcomes are shared with the Governor with responsibility for SEND and an annual report is presented to the Governing Body.

Impact is reviewed in the following ways:

- Reviewing and updating the school's provision map at least termly. This details additional needs, provision and a record of agreed actions. This map is used by the **senior leadership/inclusion team** to ensure the needs of children with SEND are met
- All interventions are constantly reviewed via baseline and outcomes assessments
- Review of personalised plans which outline targets and support for those children with an EHC plan
- Review of SEND profiles for those children at SEND support
- Monitoring of the effective use of teaching assistants to support children's learning
- Observations of teaching and learning to ensure that children with SEND are fully included in lessons
- Written and verbal feedback to children, monitored via scrutiny of books and lesson observations
- Review meetings with children and parents/carers

## Arrangements for assessing and reviewing pupils' progress towards outcomes

Many of the arrangements used to evaluate the effectiveness of provision also support the school to review children's progress:

- Ongoing teacher assessment, on a daily/weekly basis and a summative assessment at the end of each term
- Evaluation of provision maps, personalised plans and SEND profiles
- Observations of teaching sessions, including the delivery of group and individual intervention programmes
- Data tracking for pupil progress
- Further assessment of need, completed by school or external agencies, where appropriate. When assessing children with SEND, consideration is given to recording needs e.g., a reader, scribe, additional time

- Termly planning meetings with external agencies where relevant
- A cycle of consultation meetings, based on the assess, plan, do, review model takes place throughout the year
- Meetings with parents/carers to discuss recommendations and reports written by specialist agencies
- Termly reviews of progress with parents/carers which take place during parents' evenings/forums
- Annual reviews for children with an EHC plan

### **The school's approach to teaching pupils with SEND**

At our school, all staff agree that ***“Every teacher is a teacher of special needs and Quality First Teaching is the key to narrowing the gap”***

As a result, high quality teaching is the first step in meeting the needs of children with SEND. All teachers are responsible for planning lessons that are accessible to all children. Children are entitled to take part in all areas of the curriculum and it is the teacher's role to adapt activities and resources to meet group and individual needs. Where necessary, support staff can also help to remove any barriers to learning. At all times, there is a focus on supporting all children to be independent learners.

In addition to high quality teaching, some children will benefit from engaging in an intervention; these may be to develop literacy, maths, language and communication, physical or social, emotional and mental health needs. Children will receive small group, or individual, support to work on a time-limited intervention programme. Interventions can be delivered during extra focused time inside the classroom or children can be withdrawn from the class.

For some children, additional, highly personalised intervention is planned to meet their individual needs. Children will receive individual or small group timetabled support to work on personalised targets. Teachers are involved in planning the support following recommendations from the SENDCo and external agencies. Trained teaching assistants deliver planned intervention, which is personalised for individual children. Some children, who have the highest level of need, require a personalised curriculum and environment in order to progress within school.

In addition, a team of learning mentors support those pupils with social and emotional needs who may need some additional time during each day. Interventions, for identified pupils, take place in the learning mentor zone.

## Support for pupils with a disability/medical need

“A person has a disability if he or she has a physical or mental impairment that has a **‘substantial and long-term adverse effect’** (lasting or expected to last for at least one year) on his/her ability to carry out **‘normal day-to-day activities’**”.

We acknowledge that not all children with disabilities have SEN. For children with physical disabilities, additional advice and support is sought from external agencies to ensure that assessment of the learning environment, risk assessments and health care plans meet individual needs.

Using the **Equality Act 2010** as guidance, school makes reasonable adjustments for those pupils with a disability. These are based on their individual needs and may include additional resources, adaptations to the curriculum, to the layout of the classroom and to the school building so that it is accessible to all. There is a lift in each building to support those pupils with physical needs (see school’s accessibility plan).

St Margaret’s is an inclusive school where reasonable adjustments are made for all pupils with SEND. School will ensure pupils with SEND are treated more favourably so that they can access all aspects of school. Risk assessments and accessibility plans are written for individual pupils with mobility difficulties and/or medical needs as part of their individual health care plan (IHCP).

## How adaptations are made to the curriculum and learning environment

Staff in school, using their knowledge and expertise and following specialist advice, scaffold and differentiate a broad and balanced curriculum to meet the needs of all children (for more information on the curriculum for each year group, please see our website). This is achieved through:

- Groupings that target specific levels of progress
- Mixed ability groupings to enable children to learn alongside, and from, each other
- Small group and individual support for certain parts of the curriculum. This may include withdrawal sessions where children work on identified intervention
- Differentiated resources and teaching styles
- Appropriate choices of texts and topics to suit the learner
- Adult support where necessary
- Peer support and buddy systems
- Alternatives to written recording, including the use of Information Technology (IT)
- Alternative curriculum to support some children to achieve relevant outcomes

- Access arrangements for tests
- Additional resources

### **Support that is available for improving the social, emotional and mental health (SEMH) of pupils with**

### **Support that is available for improving the social, emotional and mental health (SEMH) of pupils with SEND**

Children with SEMH are well supported by:

- Reasonable adjustments to classroom routines to allow for time out opportunities
- Peer support and buddying
- Interventions including social skills development and therapeutic interventions
- Additional support at unstructured times
- Targeted support for individual children who require additional support
- Referrals to outside agencies when school requires additional advice to support individual children
- **Key staff**, namely learning mentors who know the children well and offer additional support when required
- An anti-bullying policy that advocates zero tolerance to bullying and we encourage children to discuss any concerns they have with a key member of staff
- Place 2 Be

### **How children with SEND are enabled to engage in activities alongside their peers**

All children are encouraged to engage in all available activities within school; risk assessments ensure that all activities are safe and accessible. For extra-curricular activities, all information regarding each individual child's needs is shared with the adult leading the activities, adaptations are made and trained staff are available where relevant to ensure that they can fully participate in the activity. This includes:

- Access to a broad and balanced curriculum, including school trips
- Before and after school clubs
- Links with after school care to ensure additional needs are recognised and met
- Residential trips

Parents/carers are made aware of additional activities available to them via the Local Offer.

## **Expertise and training of staff in relation to children with SEND**

The SENDCo has experience in SEND and is skilled to meet the needs of all children with SEND within school. The SENDCo attends regular training throughout the year to maintain her specialist knowledge and to network with other SENDCos within the local area. Training includes accessing SEND websites, working alongside specialist external services, visiting other schools in the local area and attendance at the Local Authority's SENDCo network meetings.

The SENDCo will consult with staff in school to gain an understanding of staff training needs on an annual basis. In addition to using the annual appraisal system within school to identify staff training needs, an audit of needs is also completed. This information is used to identify group and individual training needs. All learning from training is cascaded throughout school, where possible through face to face in-school training or feedback is provided online.

Teachers and teaching assistants receive training on special educational needs each year. Training supports staff to enable pupils to access learning within the classroom, both by adapting classroom learning and by offering time limited intervention to enable access to the curriculum.

## **Arrangements for consulting parents and carers**

The partnership between parents/carers and school plays a key role in promoting a culture of positive, high expectations for children with SEND. We encourage partnership working through our open-door policy and:

- Surveys and questionnaires
- Parents' evenings
- Review meetings, including annual reviews for children with an EHC plan
- You may be invited to discuss your child's progress at any time and additional meetings will be organised at your request or share recommendations from external agencies
- Parent governor

On all occasions, we will consult you on what is going well, what may need to be improved and we will share your child's plan with you and discuss how you can support your child at home.

## Arrangements for consulting children with SEND

School has consulted with all children through regular surveys/questionnaires, pupil voice activities and via the School Council.

Children with SEND contribute to their plan, do review cycles, SEND profiles and SEND reviews. These are designed to help each individual to recognise their strengths and to identify future targets. Their personal interests are sought and these are used to inform their provision.

## Transition arrangements for supporting children with SEND

Our aim is to make new children, and their families, to our school feel that they belong and are comfortable in the school environment. Whether your child joins the school at the beginning of an academic year, or mid-year, our school approach will support your child to make a smooth transition.

### **Primary –**

**From home to school** – home visits/parent/carers' meetings take place during the summer term. These provide an opportunity for staff to meet you and your child in order to discuss their individual needs and this information will be used to ensure that individual needs are identified and planned for in preparation for the start of the new term. If your child has attended an Early Year's setting, then a visit will be organised by the school team to meet your child and their teacher in their setting and to gather any information and records to support a smooth transition.

**Each phase** – Teacher and SENDCo transition meetings take place to discuss the needs of individual children. Information is gathered, including all relevant paperwork, to ensure that important information is passed on to the next teacher. Teachers are asked to share any strategies and resources which have supported an individual with their learning, social and emotional well-being.

Transition days are organised so that each year group has a morning in their new class with their new teacher in the summer term. Information is shared with parents/carers so that everyone is aware of routines and expectations for September. Additional transition visits are organised for those pupils who will benefit from this.

**Year 6 transition** is carefully planned with the High school(s); individual meetings with **key staff** are arranged to share information regarding individual children's needs and important paperwork is handed over to the new school. All children visit

their new school and additional visits are arranged for parents/carers and children who would benefit.

If your child joins us at any point in the year, you will be invited to visit school and to meet **key staff** prior to your start date. If your child has attended a previous school, we will ask for their records so we can plan to meet their needs. In addition, we will meet with you so that you can share information about your child. This helps us to get to know you and your child better and this supports a positive transition.

### **Involvement of external agencies to meet the needs of children with SEND and supporting their families**

When a child's needs raise further cause for concern or their need is more complex and persistent than can be met by school intervention alone, the SENDCo will consult with external agencies to gain further advice, support and/or assessment to modify and personalise that individual child's provision. These services include:

- Specialist Outreach services – Rodney House (RHOSEY), The Birches, Grange, Bridgelea special provision
- Specialist teachers/consultants
- Educational Psychology
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help team
- Children's social care services
- SENDIASS Manchester
- Local Authority teams e.g., Statutory Assessment Team, SEND Lead
- Voluntary sector organisations

The Local Authorities Early Help procedures are adhered to by school to offer children and families support before, or when, problems occur.

### **Supporting children with SEND who are in Looked After Care (LAC)**

There is a designated teacher in school who co-ordinates provision for looked after children. The SENDCo works closely with the Pastoral Lead (Miss Shaw) and the designated teacher (Mrs. Fazal) to ensure that children are making progress, both academically and socially, to keep the children's Personal Education Plans

(PEPs) up to date, and to oversee the effective use of pupil premium funding for each individual child.

### **The role of the Governing Body in supporting children with SEND and their families**

At St Margaret's, the SEND governor is Ms. Jacqui Hanrahan. She meets regularly with the Inclusion team to gain an overview of the whole school picture for SEND and champions the education of children with SEND. She does this by supporting and challenging the Inclusion team so that school offers their best support for SEND. She will raise awareness of SEND at governing body meetings.

### **How complaints from parents and carers of children with SEND are resolved**

We aim, through our open-door policy, to sort any concerns or complaints made by parents/carers regarding provision made for their child as soon as possible. Our complaints procedure is as follows:

If you have concerns about your child's progress you should speak to your child's **class teacher/Year Group Leader in the first instance.**

If you feel that your concerns have not been managed effectively you should speak to the SENDCo. If your concern is not sorted out then the Head teacher will become actively involved.

At this point, you may also contact the SEND Governor, Ms. Jacqui Hanrahan, who will ensure that the Governing Body will deal with the matter through their agreed complaints procedure.

### **Further advice and support**

If you wish to discuss your child's special educational needs then please contact the office, or directly contact Mrs Fazal, to make an appointment.

Alternatively, if you wish to speak to somebody independently of school you can contact SENDIASS (Special Educational and Disabilities Information, Advice Support

Service Manchester). They offer independent information, advice and support to parents/carers to increase their involvement in the education of their children with SEND. <https://www.iasmanchester.org/>

Other useful websites include:

- The Local Offer – this gives children and young people with SEND, and their families, information about what support services the local authority has available in their local area. See the link below.

<http://manchester.gov.uk/sendlocaloffer>

- If you live in Trafford, use this link to see what is offered in your local authority.

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=1-7&qt=local+offer+drop+in&term=&sorttype=distance>

- Local Offer drop in sessions

<https://hsm.manchester.gov.uk/kb5/manchester/directory/results.page?directorychannel=1-7&qt=local+offer+drop+in&term=&sorttype=distance>

- Early Help

<https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-12>

- Specialist Resource Team (Short Breaks)

<https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7-12-2>

You can self-refer by calling the Contact Centre on 0161 234 5001

Please also see the SEND page on the website for other useful websites.