

# St Mary Magdalene Catholic Primary School

## SEND Information Report



Mrs R Jones

Headteacher

Mrs C Ledger

SENCO

**Reviewed September 2025**

# Introduction

At St Mary Magdalene Catholic Primary School all children are valued as individuals, as unique, a gift from God and their varying needs are dealt with sensitively and effectively.

We create a wonderful exciting welcoming educational environment for all our children. We want the very best for our pupils. We aspire to the highest standards of achievement and behaviour.

We believe that each child should receive a broad, balanced and differentiated curriculum ensuring self-esteem and confidence are enhanced and a positive attitude is developed.

However, some children will need additional support in order to achieve their true potential and if/where appropriate may benefit from external support.

We have in place a robust policy for inclusion which ensures all children make good progress and have their needs met by ensuring the following:

- Policy and provision are evaluation and reviewed regularly
- Resources of time, people and equipment are planned, budgeted for and detailed, when appropriate in the school development plan
- The governing body the St Mary Magdalene Catholic Primary School discharge their statutory responsibility with regard to SEND
- Planning for SEND ensures continuity and progression in meeting the needs of the pupils

- Action is taken to improve facilities and access for SEN pupils which is in line with our Disability and Equality policy
- We are a fully inclusive school. Disabled pupils and SEN pupils are encouraged to fully participate in school life eg. class assemblies, school council, breakfast and after school clubs, curriculum clubs. Information is collected on disability looking for trends or patterns. This information is used to improve the provision of services.

### **Definition of Special Educational Needs and Disabilities (SEND) from the SEND Code of Practice 2014:**

A child has special educational needs if s/he has a learning difficulty which calls for special provision to be made. A child has a learning difficulty if they have:

- A significantly greater learning difficulty than the majority of children of the same age
- A disability which prevents or hinders the child from making use of educational facilities of the kind generally provided for children of the same age in mainstream schools

A child with additional needs is not considered to have SEN if:

- The language spoken at home is different from the language used in school
- The child has exceptional abilities

## Cognition and Learning

May have difficulties with the skills needed for effective learning:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Independent learning skills
- Information processing

Specific learning difficulty eg dyslexia, dyscalculia, dyspraxia.

## Communication and Interaction

- **Interaction skills:** may have peer relationship difficulties. May not be able to initiate or maintain a conversation
- **Understanding/receptive language:** may have difficulties understanding or processing spoken language
- **Speech/expressive language:** may use simplified language and limited vocabulary. Phonological awareness may be poor

Moderate learning difficulties eg autism, Global Development Delay, Down's Syndrome



Areas of need

## Physical and sensory

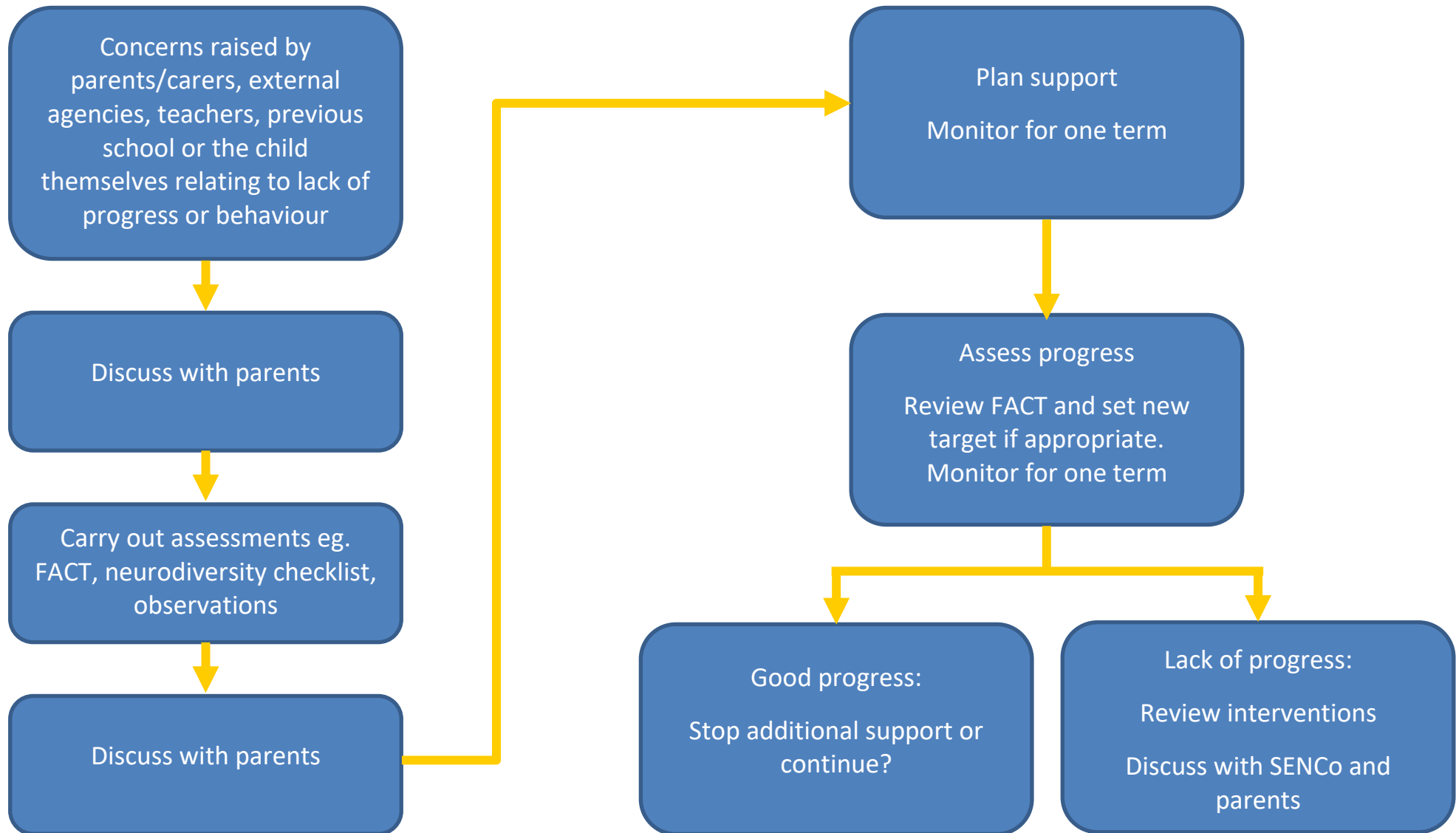
- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Physical disabilities
- Hyper sensitivity to noise/smell/light/touch/taste
- Hyper mobility

## Social, emotional and mental health

May have difficulties with social and emotional development:

- Social isolation
- Attention difficulties
- Anxiety and depression
- Attachment difficulties
- Low self-esteem/confidence
- Low self-image

# How does St Mary Magdalene Catholic Primary School identify that children need extra help?



### Points of Contact

- Class teacher
- SENCO – Mrs C Ledger
- Headteacher – Mrs R Jones
- SENA – Mrs T Swaby
- Governor for SEND – Mrs E Delany
- SENDIASS – (Formally Parent Partnership)  
[www.access-unlimited.co.uk/send-reforms/sendiaass](http://www.access-unlimited.co.uk/send-reforms/sendiaass)

Telephone: 01908 321746

Email: [office@st-marymagdalene.milton-keynes.sch.uk](mailto:office@st-marymagdalene.milton-keynes.sch.uk)

### What should I do if I think my child has SEND?

If you have any concerns please come and talk to us.

At our school we acknowledge the importance of the early identification of Special Educational Needs, as outlined in the SEN Code of Practice 2014.

- Make an appointment to talk to your child's class teacher
- Make an appointment to talk to the SENCO

The SEN Policy can be found on the school website

Children who are experiencing difficulties are identified and assessed by:

- Assessing against the criteria on the FACT (first asses communication toolkit)
- Discussions with colleagues, parents and carers
- Observation
- Pupil progress meetings
- Reading and phonics tests
- Data analysis
- Specific standardised assessments
- Advice from the Learning Support Team

## Identifying children with SEND



We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to create and grow positive relationships between school staff and parents/carers. To this end, the school will keep parents informed at all times about their child's learning and progress. How we involve you:

- Parent questionnaires
- Reviewing the SEND Information Report
- Reviewing the SEND Policy
- Email/phone conversations
- Information conversations
- End of year reports
- Parents evening 3 times a year
- Open door policy
- Parental curriculum workshops
- Stay and Learn sessions

## Working with parents

How we involve you if your child has Special Educational Needs:

- Annual review meetings
- Joint target setting
- Reviewing of individual provision maps
- Regular meetings/conversations
- Meetings with outside agencies in school eg Speech and Language therapists, SEN via duty line
- Participate in sessions with outside agencies
- Meetings to discuss targets on individual provision maps
- Sharing observations
- Sharing the FACT outcomes
- Invite you to a drop-in clinic with the school nurse

What arrangements are in place for involving SEND children in their own education?

The views of our SEND children at St Mary Magdalene School are very important to us. We encourage staff to talk to their children about their achievements and difficulties and, together, to look for possible solutions. Possible questions that might be asked include – what do they like about the support they receive? How could it be improved? We listen to the children's views and explain anything they do not understand. The SENDCo uses this to support the school's evaluation of the provision.

We always involve any child with an EHCP in their annual review. What this will actually look like will vary according to the child's special educational needs. Participation can range from the child helping with the preparations, to attending the meet and greet/welcome part of the SEND review meeting. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

## Working with young people

How we involve your young people with Special Educational Needs. It is essential that pupils are provided with an opportunity for their voices to be heard:

- Annual review meetings
- Joint target setting
- Reviewing own targets on individual provision maps
- Pupil voice
- One page profiles
- Transition booklets



The Local Offer is a directory of information that helps families find and access support and is an incredibly useful tool. All local authorities are required to have their own local offer as part of the governments SEND reforms. The Local Offer for Milton Keynes is:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

Parents/Carers play an integral part in the assessment, review and evaluation process at our school. We work in partnership to ensure the needs of all children are met

Teachers will carry out two cycles of assess, plan, do, review. Following this, intervention will be reviewed. If progress has been made, they will be removed from intervention.

If there is a lack of progress, the class teacher and SENCO will meet to plan next steps. This may involve outside agencies or a call to the SEN Duty line.

### Assessment

- Standardised reading assessment
- Phonics assessment
- Formal assessments at end of EYFS, KS1 and KS2
- Continual teaching assessments throughout all lessons
- Data collection in core subjects
- Data collection in non-core subjects
- Pre and post intervention assessments
- EYFS Baseline in September
- Nursery observation

## Assessing and Reviewing progress

### Review

- Termly review of SEN individual provision maps
- Termly review of statements of EHC plan
- Pupil progress meetings held with teachers and headteacher/SLT
- Termly parents evenings to discuss progress and provision
- Annual review meetings
- SEN policy reviewed annually
- SEN information report reviewed annually



### Evaluate Effectiveness

- Meetings with SEN governors, acting as a critical friend
- Evaluate effectiveness of interventions to ensure that pupils are closing the gap within their learning
- Annual SEN report to governors/termly update
- Evaluate effectiveness of provision map
- Progress of SEN pupils analysed and evaluated termly

We ensure that all children are appropriately involved at all stages taking into account their levels of ability and understanding

This process will be used to give us the knowledge and understanding we need to make informed decisions in order to provide the best provision for every child

## Supporting transition

### We support transition to secondary school by:

- Visit to St Paul's and other secondary schools
- Liaise with secondary school SENCO
- Provide additional adult support during secondary school visit days
- School staff visit pupils in our school and lead activities
- Support for transitions from outside agencies eg Specialist teachers and intervention workers
- Close links with local secondary schools
- Transfer days
- SENCO support for parents re transition
- Secondary school taster days

### We support transition from another school by:

- Visit to new class and meet the teacher
- Additional visits to new class and environments for SEN pupils
- Opportunity for parents to meet the new teacher
- Liaison between SENCO, class teachers and parents/carers
- Liaison emails/phone calls between schools to share information
- Sharing data
- Support for transitions from outside agencies specialist teachers and Intervention workers
- Support plans, statements or EHC plans for SEN pupils



### We support transition between classes/key stages by:

- Transition days to visit to new class and meet the teacher
- Meet the teacher evening
- Liaison between SENCO, class teachers and parents/carers
- Liaison meetings between teachers to share information
- Additional adult support during transition days for SEN pupils
- LA liaison to share information
- Support for transitions from outside agencies
- Transition passport
- Pupil passports

### We support transition when starting school by:

- Induction visits for pupils
- Parents have an opportunity to share information with class teacher
- Transition meetings for SEN pupils with SENCO, class teacher and parents
- Transition passports for children
- Home visits

# Teaching children with SEN

- Adaptions within the classroom
- Differentiated teaching
- Dyslexia friendly classrooms
- Dyslexia friendly resources
- SEN pupils identified on planning
- Differentiated resources
- Teaching Assistant to provide support learning
- Teachers provide support and challenge
- One to one support given if needed
- Visual timetables
- Interactive whiteboards with pastel colour backgrounds
- Specific interventions carried out by experienced, trained staff to support learning
- Class teachers are aware of the needs of each individual child
- Teachers ensure stimulating resources are provided
- SENCO ensures all staff understand the needs of SEN pupils
- Termly lessons observations and learning walks by the SENCO and SLT to monitor SEN provision
- Reports by outside agencies shared with all necessary staff
- Scaffolding used to support pupils learning
- Provision of Nurture Group for pupils with social/emotional needs
- Regular assess, plan, do, review cycles

We have an additional space “Star Room” for quieter work and sensory breaks.

We have created an extra provision within our school for children who require targeted intervention daily for core subjects. The provision is run by a qualified teacher and is called ‘morning group’

All teachers are teachers of SEN children

Each class has a provision map that details quality first teaching, targeted provision and personalised provision.

## Adaption to Learning Environments

- Writing slopes
- Coloured overlays
- Pencil grips
- Chunky pencils
- Wheelchair accessible building
- All teaching areas are on one level
- ICT iPads, laptops, Dictaphone
- Disabled toilet

## How are the school’s resources allocated?

The school has a limited SEND budget allocated each year. The money is used to provide additional support or resources to support the needs of the children.

Providing support for TA’s to work with small groups

Provide training for staff when required

Quality first teaching allows all children to achieve their full potential



# Expertise and Training of staff

## External Supporting Bodies

Other professionals are consulted when further expertise and knowledge is required to support the needs of the children and their families.

- Speech and Language therapist to train staff, advise staff and deliver programmes
- SEN adviser to offer advice, support, strategies and assessments after initial call to the SEN Duty line
- Occupational therapist for pupils who need additional support
- Educational psychologists
- Support from specialist teachers eg dyslexia
- Behaviour Support Service SEMH team
- Support services to support pupils with Autistic Spectrum disorder
- Support from LA services when required for training and advice

## SENCO

- SENCO completed training – National Award for SEN coordination
- SENCO is a qualified, experienced teacher
- SENCO attends network meeting and LA Quadrant meetings
- SENCO attends relevant training
- SENCO ensures all staff are informed of SEN developments
- SENCO seeks advice from specialists and SEN advisors for additional expertise

## All staff

- All class teachers are highly trained to support children with a wide range of needs
- Teaching Assistants receive regular training opportunities
- All staff are dyslexia friendly classroom trained
- All teaching staff are Epipen trained
- Some staff are trained to support children with diabetes
- Staff inset on SEN strategies
- Teaching Assistants support children with medical, physical, behavioural and learning needs
- A staff member is BSL proficient. She raises awareness of sign language and runs an after school club for children interested in learning BSL



## Support for Emotional and Social development

- Annual – actively participate in Anti-Bullying Week
- Behaviour policy includes guidance on expectations which is implemented across the school
- Staff model treating everyone with respect
- Assemblies and supports the schools Christian ethos
- PSHE lessons promote and support the social and emotional development of the children as well as providing a platform to discuss issues around bullying
- Cyber bullying is covered with both ICT and PSHE curriculums
- The SEMH Service provides support for children with Emotional and Social issues
- Trained Teaching Assistants deliver programmes for children with Social and Emotional issues
- School mission statement is embedded into daily life in school
- Zones of Regulation embedded into school life in EYFS and KS1

## Access for All

- The guidance detailed in the Equality Act 2010 is adhered to
- Use of additional funding to support families with the costs of trips and residential visits
- Provide additional support so all pupils can participate fully in educational visits and residential visits
- Children have supervised access to a variety of after school and lunch time clubs
- Extra support is provided to enable all to participate in extra-curricular activities
- The accessibility of venues is carefully considered during the planning stages to enable all pupils to participate
- Additional support is provided during playtimes and lunchtime to enable children to participate fully and safely
- St Mary Magdalene school is all on one level
- There is a disabled toilet
- For outside classrooms ramps have been installed to make them fully accessible

## Complaints

For our complaints procedure please visit the school website – Complaints Policy





*"The dedication from the staff of ensuring enjoyment and excitement for all of the children is clear to see"*

*"Thank you for your patience, advice, time, energy and hard work. We really appreciate it"*

**What do our parents think of our school?**

*"My child is safe and happy. He loves coming to school"*

*"Teachers are approachable, compassionate and have high expectations for all. This is why we chose St Mary Magdalene"*

*"I know my child feels loved and cared for at St Mary Magdalene School. All staff are welcoming and are aware of my child's needs. We are supported during the good times and the tricky times"*