St Mary Magdalene Catholic Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES:

PARENT/CARER INFORMATION

October 2025

At St Mary Magdalene Catholic Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with Special Educational Needs or Disability (SEND), receive their right to a high quality, accessible and balanced curriculum.

We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We believe this to be important to allow each individual child to develop into a responsible member of the community. To achieve this we strive to provide a school environment that is secure, stimulating, supportive and memorable, whereby each child feels valued as part of our community and encouraged to achieve their full potential.

At St Mary Magdalene Catholic Primary School we aim to provide an environment in which members of the school and wider community are accepted, understood, safe, secure, welcomed and challenged. We believe that each person has a unique and valuable contribution to make in enhancing and enriching our community.

We are committed to promoting equality of opportunity regardless of issues of race, belief, disability, sexuality, gender or class and to provide equality of access for all. We have very high expectations of both adults and young people.

How can I let the school know if I am concerned about my child's progress in school?

Talk to us.

If you have concerns about your child's progress or needs you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the class teacher, SENCO or Senior Teacher..

If you are still not happy you can speak to the Headteacher.

Who are the best people to speak to if I think my child may have Special Educational Needs or Disability (SEND)?

The SENCO is Mrs Ledger.

Responsible for:

- Co-ordinating all the support and progress for all our children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all our children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning;
  - kept informed about the support your child is getting;
  - involved in reviewing how they are doing.
- Liaising with other people who may be coming into school to help support your child's learning eg. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in our school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support or professional development for teachers and support staff in school so they can help children with SEND in our school.

Class Teacher
Responsible for:

- *Checking on the progress of your child and identifying, planning and delivering any additional intervention your child may need (this could be things like targeted work and/or additional support) and letting the SENCO know as necessary.*
- *Ensuring that all staff working with your child in school are helped to deliver the planned intervention/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.*
- *Ensuring that the school's SEND policy which includes adaptions is followed in their classroom and for all the pupils they teach with any SEND.*
- *Working in partnership with the child's parents to develop a cohesive teams.*

Headteacher: Mrs Jones
Responsible for:

- *The day to day management of all aspects of the school, this includes the support for our children with SEND.*
- *Giving responsibility to the SENCO and class teachers and responsible for ensuring that your child's needs are met.*
- *Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.*
- *Strategic planning to continually improve the provision for all children with SEND.*

SEND Governor: Mrs K Poku
Responsible for:

- *Meeting regularly with the SENCO and reporting to the Governors to keep everyone informed.*
- *Making sure the children with SEND are fully involved in all school activities.*
- *Ensuring the provision for children with SEND promotes high standards and is accessible.*
- *Ensuring the SEND provision is monitored regularly.*
- *Ensuring the school adheres to the Code of Practice 0-25 2015.*

How will the staff at St Mary Magdalene know how well my child is doing?

- *Your child's progress is continually monitored against age related national expectations.*
- *If your child is in Year 1 and above, but is not working at national expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.*
- *At the end of each key stage (ie. at the end of each year all our children undertake Assessment Tests. In year 6 the government requires all schools to undertake SATs.*

The results that are published nationally.

- *Children who are on the SEN register may be part of an intervention group which will be reviewed every term and the plans for the next term are made.*
- *Children who are on the SEN register will have two additional parents meetings to discuss progress and agree targets.*

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

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

What opportunities will there be for me to discuss my child's progress?

- *We offer an open door policy where you are welcome to make an appointment to meet with either your child's class teacher or the SENCO to discuss how your child is getting on.*
- *We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.*

What are the different types of support available for children with SEND in St Mary Magdalene Catholic Primary School?

Class teacher input via excellent targeted classroom teaching also known as quality first teaching.

For your child this would mean:

- *That the teacher has the highest possible expectations for your child and all pupils in their class.*
- *That all teaching is based on building on what your child already knows, can do and can understand.*
- *Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.*
- *Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.*
- *Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.*
- *All children in school should be getting this as a part of excellent classroom practice when needed.*

Specific intervention work with smaller groups of children.

Intervention groups:

- *Run for academic, social, emotional or behavioural needs.*
- *Run in or outside the classroom.*
- *Run by a teacher, or most often a teaching assistant, who has received training.*

Stage of SEN Code of Practice:

SEN Support

This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- *He/She will engage in group sessions with specific targets to help him/her to make progress.*
- *A teacher/teaching assistant will run these small group sessions using the teacher's plan.*
- *Children may have their work adapted to meet their needs; small steps/less instructions; structured tasks; time adaptations linguistics.*

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Which intervention groups are running at St Mary Magdalene School?

Speech & Language Groups

Language Interventions

Socially Speaking

Star room

Read, Write, Inc

Daily Readers

Reading Support

Maths Support

Writing Support

Sensory Sessions

Handwriting Support

1:1 Mentoring

Nurture Sessions

Plus many more….

Specialist groups run mainly by school following advice and programmes from outside agencies.

For example:

- ***Speech and Language therapy***
- ***Occupational therapy***
- ***Sensory support***
- ***Educational Psychologist***
- ***Inclusion & Intervention Team***

This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school.

For your child this would mean:

- *Your child will have been identified by the class teacher (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching.*
- *You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.*
- *You may be asked to give your permission for the school to refer your child to a specialist professional eg. a Speech and Language Therapist or Educational Psychologist.*

This will help the school and yourself understand your child's particular needs better and be able to support them more in school.

- *The specialist professional will work with your child to understand their needs and make recommendations, which may include:*
  - *Making changes to the way your child is supported in class eg. some individual support or changing some aspects of teaching to support them better*
  - *Support to set better targets which will include their specific expertise*
  - *A group run by school staff under the guidance of the outside professional eg. a social skills group*
  - *A group or individual work with outside professional*
- *The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.*
- *This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.*

Stage of SEN Code of Practice:

Education Health Care Plan

Specified individual support

- *This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particular high level of individual or small group teaching.*
- *Usually your child will also need specialist support in school from a professional outside the school. This may be from:*
    - *Local Authority central services such as Educational Psychology or Sensory Service (for children with a hearing or visual need).*

For your child this would mean:

- *The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.*
- *After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.*
- *After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and if they need further support in school to make good progress. If this is the case they will write an EHCP. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.*
- *The EHCP will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in.*
- *The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.*
- *This type of support is available for children whose learning needs are:*
    - *Severe, complex and lifelong and cannot be met through quality first teaching or intervention over time.*

What specialist services and expertise are accessed by the school?

As a school we work closely with any external agencies that we feel are important to meeting an individual child's need within or outside school. This could include:

Directly funded by school:

- *Educational Psychology*

Paid for centrally by the Local Authority but delivered in school:

- *Sensory Support Services – for children with visual or hearing needs*
- *Social Services*
- *Inclusion Support*
- *Mental Health*

Provided by Health Service but delivered in school:

- *School Nurse*
- *Paediatricians*
- *Speech and Language Therapy*
- *Physiotherapy*
- *Occupational Therapy*

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

- *We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is vital to a child's well-being. We have a caring, understanding team who look after all our children.*
- *The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working with outside agencies.*
- *The school also has a Family Support Worker who works under the direction of our SENCO and Headteacher with our vulnerable children and parents.*
- *The administration of medicines and provision of personal care is carried out by our well-trained teaching assistants. All necessary training will be implemented and regularly updated.*
- *The Vulnerable Pupil Team (Headteacher, Inclusion Leader, Deputy Headteacher and Family Support Worker) meet termly to discuss all aspects of pupil well-being. All necessary interventions is reviewed, implemented and adjusted as necessary.*

How are the teachers at St Mary Magdalene helped to work with children with an SEND and what training do they have?

- *Our SENCO is responsible for supporting class teachers in planning for children with SEND.*
- *Our school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, Dyslexia, Attachment Disorder and speech and language difficulties.*
- *Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.*
- *All of our teaching assistants are trained in delivering Read, Write, Inc.*

How is St Mary Magdalene accessible to children with SEND?

- *The school site is accessible to wheelchairs. Each building is accessible to children with a physical disability via ramps.*
- *Our building has a disabled toilet big enough to accommodate changing.*
- *We ensure that equipment used is accessible to all children regardless of their needs.*
- *Extra-curricular provision is accessible to all children including those with SEND.*
- *Children with SEND may attend Breakfast and After School Club (there is a payment for After School Club).*

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

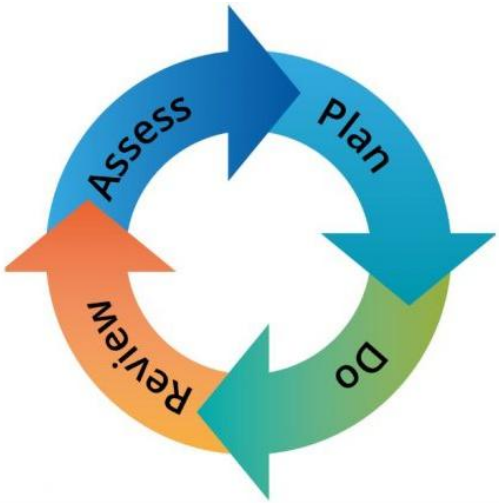
It is important to us to ensure all our pupils are fully included in all parts of the school curriculum and we aim for all children to be included on school trips. We will ensure the necessary support and/or training is in place.

A risk assessment is carried out prior to any off site activity to ensure all pupils, staff and parents health and safety is not compromised.

Enrichment activities are provided for all children irrelevant of their needs and supported appropriately.

How are the school's resources allocated and matched to the needs of all pupils with SEN?

- *The school budget, received from Milton Keynes LA includes money for supporting children with SEND.*
- *The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.*
- *The Headteacher and the SENCO discuss all the information they have about SEND in the school, including:*
  - *The children getting extra support already*
  - *The children needing extra support*
  - *The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.*



- *We have a team of TAs who are funded from the national SEN budget to deliver programmes designed to meet the needs of our pupils.*
- *All resources/training and support are reviewed regularly and changes made as needed.*

Your child's well-being, happiness and education is extremely important to all staff at St Mary Magdalene Catholic Primary School. We will do our utmost to ensure their time here is fun, enjoyable, nurturing and fulfilling.

How is the decision made about what type and how much support my child will receive?

- *The class teacher and TA alongside the SENCO will discuss individual needs and the level of support that would be appropriate.*
- *Different children will require different levels of support in order to achieve their age expected levels.*
- *On-going discussions with parents will take place to inform them.*
- *Reviewing your child's intervention regularly will inform us of your child's progress with the additional support.*

How will St Mary Magdalene support my child when they are leaving their school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- *We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.*
- *We will make sure that all records about your child are passed on as soon as possible.*

When moving classes in school:

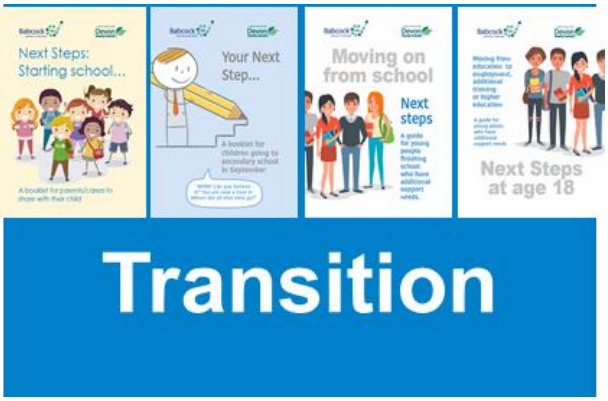
- *Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All intervention will be shared with the new teacher.*
- *If you child would be helped by a book to support them understand moving on then it will be made for them.*
- *Additional visits to the new class and regular contact with the new teacher will be planned for if necessary.*

In Year 5:

- *When it is time to make a decision about secondary transfer we are happy to discuss possible options, offer advice and in some cases visit secondary schools with you.*

In Year 6:

- *The SENCO will discuss the specific needs of your child with the SENCO of their secondary school.*
- *Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.*
- *Some secondary schools offer extra transition visits for children with SEN.*



How will St Mary Magdalene support my child when they are starting school in Reception?

When your child is starting school in Reception, we recognise you may have concerns. There are a number of people who you can talk to for help and advice.

- *Your current nursery staff – they know your child very well and will put your concerns at ease or signpost you to further support.*
- *Reception teachers – there will be lots of opportunities to meet the class teachers and share your concerns.*
- *The SENCO – if your child has additional needs a meeting will be set up to discuss the best way to support your child and a transition plan will be identified.*
- *Home visits.*
- *The children will have three transition visits to school in the summer term.*

What support does St Mary Magdalene have for you as a parent of a child with an SEND? How do they establish equal partnerships between parents and school?

- *Parent views are very important to us. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.*
- *The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.*
- *All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.*
- *Homework will be adjusted as needed to your child's individual needs.*

Who can you contact for further information?

- *Our Family Support Worker is available to meet with you to discuss your child's progress or any concerns/worries you may have.*
- *For further information please see our school website www.stmarymagdalenemk.co.uk and under Key Information you will find SEND or visit Milton Keynes Council https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND*