



SEND Information Report

SENCO – Mrs M Clark

Contact- office@stmmschool.co.uk

At St Mary Magdalen's Catholic Primary School, we are committed to providing an inclusive environment for all students, including those with Special Educational Needs and Disabilities (SEND). We aim to ensure that every child receives the support they need to access the curriculum, achieve their potential, and thrive both academically and socially.

Four areas of SEND:

- **Communication and interaction** (e.g., autism spectrum disorder, speech and language difficulties).
- **Cognition and learning** (e.g., dyslexia, learning difficulties).
- **Social, emotional, and mental health difficulties** (e.g., ADHD, anxiety).
- **Sensory and/or physical needs** (e.g., visual impairments, hearing impairments).

1. Identification of SEND

We recognise that a child may have special educational needs if they:

- Have a significantly greater difficulty in learning than their peers.
- Require additional support beyond quality-first teaching to meet their learning needs.
- Have a disability that hinders them from making use of the educational facilities generally provided.

2. How We Identify and Assess SEND

At St Mary Magdalen's Catholic Primary School, we follow a graduated approach as outlined in the SEND Code of Practice. The steps include:

- **Monitoring progress:** Regularly reviewing children's academic, social, and emotional development.
- **Concerns raised:** Parents, teachers, or the children themselves may raise concerns.
- **Use of 'short notes'** for short term monitoring
- **In-school assessment:** Our Special Educational Needs Coordinator (SENCO) works closely with class teachers to conduct observations and assessments.
- **Referral to external agencies:** If further support is needed, we may seek advice or assessments from external professionals (e.g. Educational Psychologists, Speech and Language Therapists).



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3. Our Approach to Teaching Pupils with SEND

We believe in a whole-school approach to inclusion. Our staff is trained to differentiate learning activities and resources to suit individual needs. Support includes:

- High-quality teaching adapted to meet the needs of all learners.
- Small group interventions and personalised support where necessary.
- Use of additional resources, including visual aids, sensory equipment, and assistive technology.
- Access to external specialist staff or services, where required, such as Speech and Language Therapists.

4. How We Support Families

We recognise the importance of working closely with families. We offer:

- Regular meetings with the Class Teacher/SENCO to discuss progress and any concerns.
- Individualised Support Plans for children on the SEND register, which outline specific targets and strategies.
- Opportunities to meet with external professionals involved in supporting your child.
- Regular communication through parent-teacher meetings and written reports.

5. Staff Training and Expertise

Our staff are committed to professional development in the area of SEND.

Recent training has included:

- Autism awareness, Attention Autism, Intensive Interaction and other strategies.
- Sensory Regulation in the classroom
- Precision Teaching
- ELSA training – Emotional Literacy Support Advisor

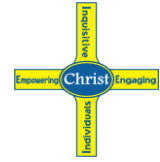
6. Transition Support

We understand that transitions can be challenging for children with SEND. To ensure smooth transitions:

- We offer additional transition visits for children moving from Early Years to Primary, and organise additional visits to secondary schools, when needed.
- Collaborate with the SENCO from nursery or secondary schools to ensure a smooth transition and effective information sharing.



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6. Supporting Pupils with Medical Conditions

Our approach to supporting pupils with medical conditions complies with statutory duties under the Children and Families Act 2014 and the Department for Education's guidance *Supporting Pupils at School with Medical Conditions*. This includes ensuring that pupils with long-term or short-term medical conditions are able to attend school, enjoy a broad curriculum, and access all opportunities on offer. All staff receive appropriate training to support pupils with medical conditions.

This includes:

- General awareness training on common medical conditions (e.g., asthma, diabetes, epilepsy, severe allergies).
- Specific training for staff directly involved with pupils who have more complex medical needs (e.g., administering insulin, using an epinephrine injector, managing epilepsy).
- Regular updates to ensure that staff remain confident and competent in providing medical support.

7. Accessibility

We are committed to ensuring that our school environment is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). Our approach to accessibility includes:

- Physical Environment: We have made adaptations to ensure the school is physically accessible, including ramps, handrails, accessible toilets, and wide doorways for wheelchair access.
- Curriculum Access: Lessons are differentiated to meet the needs of all pupils. We provide resources such as large print materials, assistive technology, and sensory support where necessary.
- Communication Support: We offer additional support for pupils with communication needs, including visual aids, sign language, and access to speech and language therapists if required.

We regularly review our accessibility arrangements to ensure that all pupils can participate fully in school life and learning.

8. Evaluation of SEND Provision

We continuously evaluate the effectiveness of our SEND provision to ensure that all pupils receive the support they need to achieve their potential. Our evaluation process includes:

- SEND Support Plan Reviews: The progress of pupils with SEND is reviewed termly through assessments and pupil progress meetings.
- Feedback from Stakeholders
- External Review such as Educational Psychologists and specialist teachers, to assess the effectiveness of our support and make improvements where necessary.
- Data Analysis: SEND data is analysed to evaluate outcomes and identify any trends or areas for improvement.

Our commitment to regular evaluation ensures that we provide high-quality, inclusive support that enables all pupils with SEND to thrive.



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Further Support

Durham Local Offer

<https://www.durham.gov.uk/localoffer>

Family Support can be given from –

<https://durhamsendiass.info/>

https://www.sense.org.uk/information-and-advice/life-with-complex-disabilities/childhood-and-school/send-education-special-education-needs-disabilities/?gad_source=1

Family Hub Support in Seaham

<https://www.durham.gov.uk/article/26267/Seaham-Family-Hub>

<https://www.durham.gov.uk/helpforfamilies>

Autism Support -

<https://daisychainproject.co.uk/product/in-person-learning-workshops-durham/>

www.autismcentral.org.uk

<https://www.durham.gov.uk/article/30909/Durham-Autism-Hubs-workshops-by-North-East-Autism-Society>

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