

Mexborough St John The Baptist C of E Primary School

Sedgefield Way, Mexborough, South Yorkshire, S64 0BE.



We love and value all of God's children, creating an inclusive environment that helps all to flourish.



2 Minute Read – SEND



At Mexborough St John, we believe it is every child's right to receive an education that provides them with the appropriate tools to become independent and inquisitive learners, as well as valued members of our wider community. Our intention for children with Special Educational Needs and/or Disabilities (SEND) is to provide children with a programme of study that is high quality, engaging and aspirational and which meets their individual needs. By the time children leave Mexborough St John, we aim for all children, including those with additional needs, to reach their potential and flourish.

If you are concerned that your child might have an SEND need then it is important that you speak to your class teacher first. The class teacher can then talk to you about your concerns, what we have seen / experienced in school and when the next steps should be. At Mexborough St John's we follow the Local Authorities 'Graduated Response' to support children's needs.

The Graduated Approach

- Provides a clear and structured approach for helping children and young people access their learning environment
- Provides step by step guidance for the systematic gathering of evidence
- Is used to gather information from a range of individuals involved in supporting children and young people, including parent and child
- Creates an expectation that all schools adopt a comprehensive and consistent approach to meeting the needs of children and young people
- Ensures that 'high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND' (SEND Code Jan 15 para 6.37)
- Ensures that access to support is equitable and based upon a cycle of assess, plan, do, review, as set out in the Code of Practice.
- Is incorporated within the process of academic progress reviews for individual children and young people
- Takes into account the young person's voice throughout

What does this look like at Mexborough St Johns?

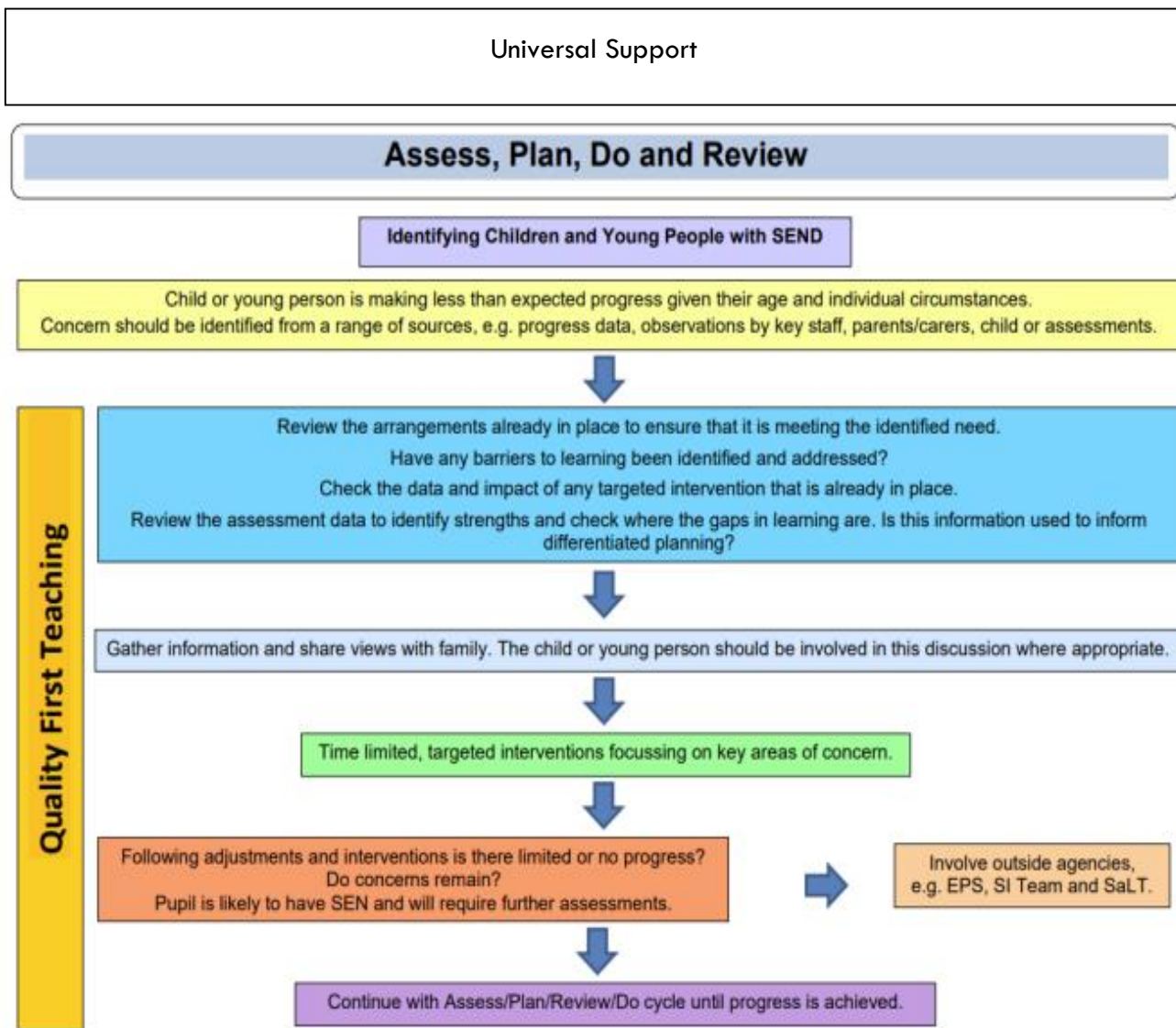
Initially, we would attempt to address all pupil needs through quality first teaching.
(see below)



E-Mail school@msj.imat.org.uk

Website: - www.mexboroughstjohn.co.uk





After this process if children still present with unmet needs we would look at offering further school based intervention. This stage is known as 'Universal+'. At this stage A child may be places on the SEN register and a school support t plan put in place. With Universal + support children are closely monitored. Their support plans are reviewed on a 12-week cycle. The review will take place with parents / carers and school staff. This cycle is called the APDR cycle (assess, plan, do, review).

If it is felt that if it is felt that limited progress is being met, then pupils may be identified for targeted or specialist support. However, Targeted and/or specialist support cannot be offered unless children have progressed through 'Universal' or Universal + first. Again at this stage, children are closely monitored and school follows the 12 week APDR cycle. However, external agencies such as ASCETS / BOSS / or the Educational Psychologist may also be invited to attend the review meetings to provide specialist support.

If after several cycles of APDR children require further professional support the SENCO would request an EHCP. This can be a lengthy process but if successful can result in additional funding to provide even further support.

The table below shows what the support at each stage might look like.

	School Response
Universal	Quality first teaching, retrieval practice, pre-teaching, same day intervention, Little Wandle Programme
Universal +	Meeting with Parents Bubble Writing Reading Intervention - based on needs: teacher planned English Intervention - based on needs: teacher planned Maths Intervention - based on needs: teacher planned Number's Count SSP (School Support Plan) Lego Therapy Social Stories Emotional Scale Anger Gremlin Anxiety Gremlin Socially Speaking Time to Talk Bereavement guidance Art Therapy Thrive Mind
Targeted	FSP (Formal SEN Support Plan)/ADPR Dyslexia Screening Early Help Hub EYIT (Early Years Inclusion Team) EP (Educational Psychologist) CAMHS (Child and Adolescent Mental Health Service) ASCETS (Autism Essentials Team) BOSS (Behaviour Outreach Support Service)
Specialist	EHCP Needs Assessment (Education Health Care Plan) GDA Pathway (General Development Assessment) Inclusion Panel Social Care

If you have any concerns about your child, please refer to the above graduated approach and speak to your child's class teacher.

For further information, you may find the links below useful.

<https://www.doncaster.gov.uk/services/schools/graduated-approach>

<https://www.doncaster.gov.uk/services/schools/specialist-youth-clubs-2>

<https://www.doncaster.gov.uk/services/schools/sendias>

<https://www.autism.org.uk/>

<https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/>

<https://www.nhs.uk/nhs-services/mental-health-services/mental-health-services-for-young-people/children-young-people-mental-health-services-cypmhs/>

