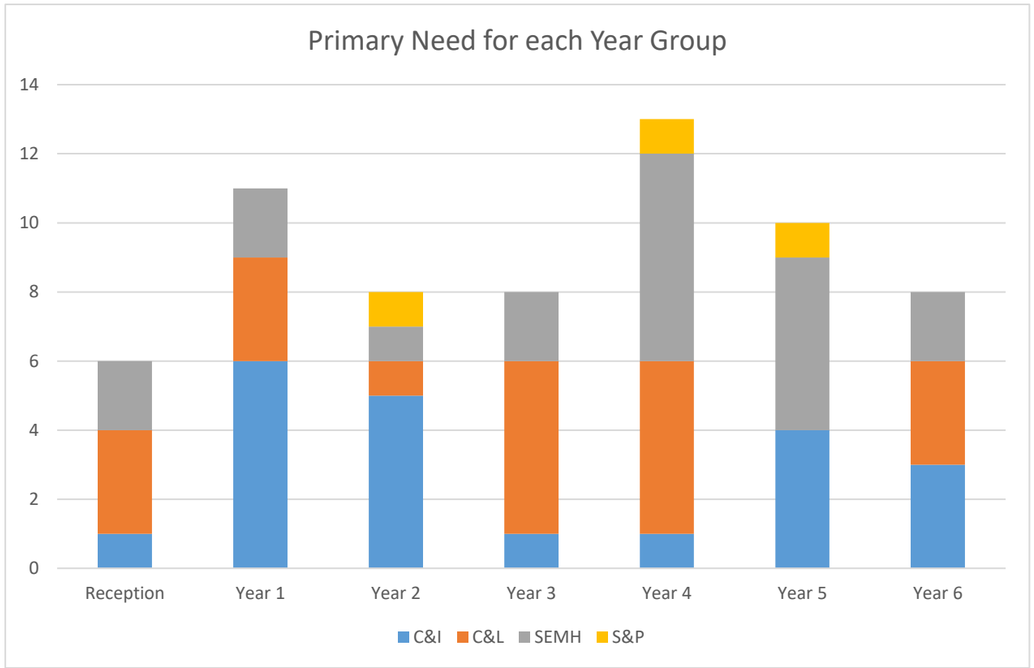
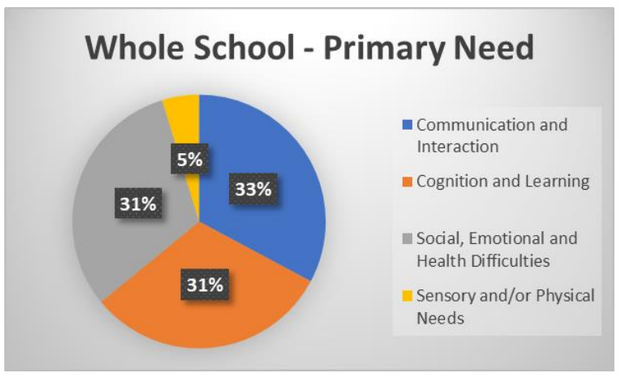
SEND – Mexborough St John C of E Primary School

Intent

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.

School Context





Total Pupils: (F2 – Y6) 205			
	Total SEN	**EHCP**	**SEN support**
School	31.2%	3.4%	27.8%
National	18%	4.8%	13.6%

Attendance: 2024-2025	**School**	**National**
SEN - EHC	76.8%	94.5%
PA	33.3%	
SEN – Support	87.3%	94.5%
PA	12.8%	

Implementation

At Mexborough St John, we aim to identify additional need swiftly, provide targeted intervention, work collaboratively with parents/carers and external agencies to ensure children's needs are met so that they can achieve their own personal long and short-term goals. This is achieved through the implementing of:

- high quality provision
- a graduated response
- assess, plan, do, review cycle.

Through high-quality provision, we aim to:

- Provide personalised and differentiated learning to allow all children to access our curriculum in an inclusive and supportive manner.
- Provide high-quality, relevant and up-to-date training for all staff to meet the needs of all children.
- Work collaboratively with parents/carers to gain the best understanding of each child's need, as they know their children best.
- Provide informative APDR (Assess, Plan, Do, Review) meetings every 12 weeks with parents and appropriate agencies to regularly assess and review progress and ensure children are achieving their full potential.
- Provide a learning environment that is accessible, welcoming, supportive and safe, as well as tailored to individual needs.
- Provide timely identification of needs and a consistent graduated response that allows teachers to ensure the correct procedures are followed, appropriate interventions are in place and, where necessary, accurate agencies are involved.
- Use a range of assessment tools to track progress.

The graduated response:

- SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (See Overleaf to see what this looks like at our school).

Assess Plan Do Review:

The Assess, Plan, Do, Review cycle is part of the graduated approach to SEN support. It is a four-part cycle that ensures support is constantly being reviewed and adjusted where possible (see overleaf for more information).

Impact

As a result of the provision provided, children at Mexborough St John: -

- Feel safe, happy and respected.
- Have personalised and individual SMART targets that follow our graduated response and allow for smaller steps of progress to be identified and celebrated.
- Are provided with life skills as well as academic skills to prepare them for the next stage of their learning journey and life outside school.
- Have appropriate external agencies involved.
- Are provided with appropriate interventions that are regularly reviewed and adapted to meet their needs.
- Have supportive and trained staff who make appropriate provision for each child's individual needs.
- Have diversity celebrated throughout the school year e.g. My Happy Mind, Autism Awareness Week, Mental Health Week and key events and stories highlighted through Collective Worship and PHSE.

SEN Attainment:

		2023-2024	
		School	National
EYFS GLD		0%	25%
Y1 phonics		67%	44%
KS1	Reading	22%	32%
	Writing	11%	22%
	Maths	22%	37%
KS2	Reading	40%	45%
	Writing	60%	34%
	Maths	40%	42%

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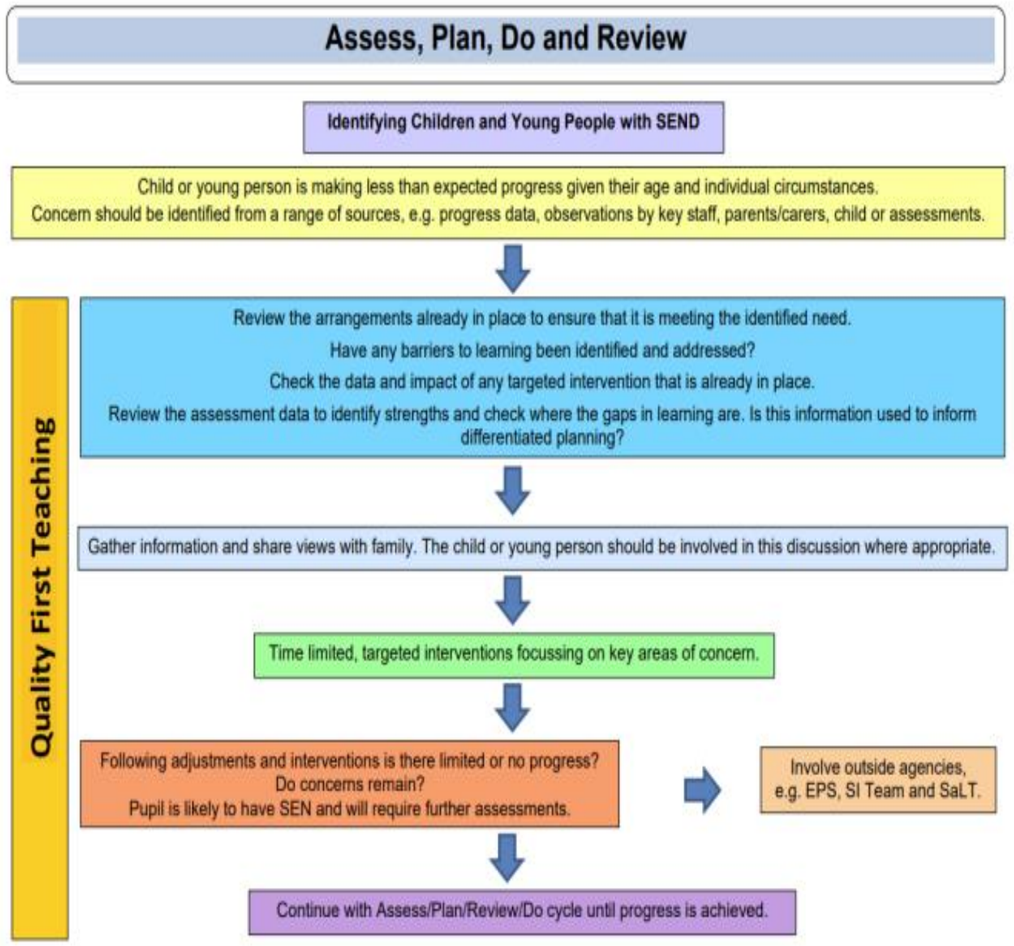
School's graduated response

The table below shows the different levels of support we offer pupils at our school. For many pupils, Universal and Universal + will enable them to make good progress. If a child doesn't make good expected progress at this stage they may be identified for Targeted support. At this stage school will meet with parent to discuss next steps and put a plan of support in place. This may be known as an SSP (School Support Plan) or an FSP (Formal Support Plan)

	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 BOSS ASCETS
Specialist	EHCP Needs Assessment GDA Pathway Inclusion Panel Social Care

Assess Plan Do Review

If pupils are accessing additional support or have an SSP / FSP or EHC they will have their targets / plan reviewed on a 12-week cycle. When this happens parents/carers will be invited into school to discuss their child's progress towards their targets and new target will be set. Other professionals may also be present in these meetings such as: an educational psychologist, a member of the ASCETS team (Autism, Social Communication, Education & Training. Service) or a member of the BOSS team (Behaviour Outreach Support Service).



Ofsted January 2025: The school quickly identifies pupils with special educational needs and/or disabilities (SEND). Pupils with SEND play a full part in the life of the school. They attend clubs and trips and hold leadership roles. In lessons, pupils with SEND work alongside their peers, thanks to adaptations to the curriculum.

Pupil Voice

"I love my school"

"I really like it (school), I like saying hello to my teachers."

"I can learn lots of things"

"My teachers give the best hugs"

"I like writing up my work and showing it to everyone".

"I like everything, maths, English, reading and playtime."

"They (school) help me with my needs. The teachers are very helpful and kind"

"They (grownups) are kind and help me to have brain breaks.

Parent Voice

"Perfect – everything is perfect. I could not see another school doing as much for my children. I used to compare my son Jack to others – I knew something was not right. Health people not helpful. When he was 5 he was already in Nursery and the school and SENCO was fabulous. Toileting help. I tell them it was a weight lifted off my shoulders. They have things like an egg timer in place. They put the Now and Next in place and help them be less anxious. They have sorted Speech and Language – the teachers are amazing. They have done loads of work."

"I can talk to them and they do everything I ask. They are always willing to help."

"He has a 1-1 so I see people every day. We have regular TAC meetings and regular up to dates. We are looking at changing schools. I have meetings about his support plans as well."