



## Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

### Name of School

Name of Headteacher:	Mrs S Barry
Name of SEN Co-ordinator (SENCO):	Mrs J Tempest
Name of SEN Governor:	Jenny Rye
School address:	Saint Mary's Catholic Primary School Cookham Road Maidenhead Berkshire SL6 7EG
Contact telephone number:	01628622570
School email address:	office@stmarys-maidenhead.org.uk
School website:	www.stmarys-maidenhead.org.uk
Type of school:	Academy Primary

### 1. Identifying special educational needs and disabilities (SEND)

#### a. What kinds of special educational needs and disabilities does the school provide for?

We have a wealth of trained staff here at Saint Mary's and we can provide a vast degree of experience dealing with such needs as ASD (Autism Spectrum Disorder), SLD (Speech and Language Disorders), MBESD (Mild Behavioural, Emotional and Social Difficulties) and Hearing Impairments.

Each child is assessed individually and adaptation can be made accordingly if the provision is not already in place. However Saint Mary's is a mainstream Primary School and if we are unable to provide suitable provision for a child after extensive consultation with all agencies involved we will always endeavour to provide parents with as much information regarding alternative settings.

#### b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

We strive to identify a child with SEND as early as possible and ensure provision is in line with SEN and Disability Code of Practice 2014  
All children are assessed and their progress tracked regularly by their class teachers, once a child is highlighted as possibly having a SEND need then a full assessment will be carried out. This will take the

shape of assessment and screening following a range of internal tests and referral to external specialists when required.

Parents will always be kept fully informed and involved with each step of the process.

### **c. What should I do if I think my child/young person may have special educational needs/disabilities?**

In the first instance parents should raise their concerns with their child's class teacher. The class teacher will then be able to discuss any concerns with the Inclusion Manager and /or the SENCO (Special Needs Co-Ordinator) both of whom are based within the school. Parents may of course wish to seek advice from their family G.P.

## **2. Support the school provides for children and young people with SEND**

### **a. What teaching strategies do you use to support children with special educational needs and disabilities?**

We use a variety of strategies to cater for specific needs of the individual child. The school has a multi-sensory teaching focus and uses appropriate differentiation tailored to the individual child. Resources used can include visual timetables, visual prompts, mind and word mapping, key topic vocabulary given prior to the teaching of a new topic, storyboards, and the 'First, Next Then, Last' template. Use of precision teaching for English and maths. Sloping desks and Occupational Therapy cushions are also used.

### **b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?**

Intervention programmes provided are:

Literacy College- small group

Precision English

Precision Maths

Maths intervention small group targeted teaching

Phonological Awareness

Buddy Readers

Social skills group(Circle of Friends)

Behavioural Management ( 1:2:1)

ELSA(Emotional Literacy Support)

S.P.A ( Specialised Pastoral Assistance)

Elkan ( language support assistant)

Friends for life (Cognitive Behavioural Therapy Programme)

Whole school Growth Mind-set

Additional staffing provided : Inclusion Manager (responsibility for the day to day operation of the SEND policy and for co-ordinating provision for pupils with SEND)

2 HLTA (Higher Level Teaching Assistants)

LTA's (Learning Teaching Assistants) in all classes offering group support when required.

Specialist outside agencies:

SHINE (Autistic Support)

S.A.L.T( Speech and Language Therapy)

Occupational Therapy

Educational Psychologist

Well Being and Behaviour Support Team

### **c. How is the decision made about what type and how much support my child/young person will receive?**

All pupils who are identified as having special educational needs are placed on the Additional Education Needs Register after consultation and parental permission is sought. Children on this register will receive support at a whole school level; the school will carry out diagnostic screening tests related to the child's difficulty/difficulties. These children may require additional support and monitoring from an external agency, who will carry out in school assessments advising and where appropriate providing a bespoke individual learning programme. Some pupils will require an I.E.P (Individual Education Plan) as a means of monitoring their progress. Others are monitored through department Provision mapping. The SENCO, Inclusion Manager, Parents and any additional agencies will then meet to decide the level of Support that may be required.

In some circumstances the school may suggest a request for an Educational Health and Care Plan Assessment if the pupil has significant difficulties which require more long-term individual support. The school will request the assessment from the LEA ( Local Education Authority) who will process this request within 20 weeks.

**d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?**

The school inspires parental confidence by establishing a reciprocal relationship with them as partners in their children's learning and development through good communication/information and by using resources flexibly to meet needs.

Parents are always kept fully informed by the class teacher and are also always welcome to talk to the Inclusion Manager or SENCO. The school provides parents with a series of leaflets which give further information on various aspects of their approach to SEND, as well as providing parents with information regarding local services and support groups.

If the pupil has an IEP (Individual Education Plan) parents will receive a copy of this and are invited to all relevant meetings.

Parents views, idea's help and involvement are very much welcomed and valued by school staff, we strongly believe in a positive partnership.

In addition, if a pupil has an EHCP then an Annual Review takes place where parents are invited to attend and contribute and should it be deemed necessary an Interim Annual Review may also be held at any time.

**e. How will my child be involved in his/her own learning and decisions made about his/her learning?**

If at all possible pupils are involved in planning their IEP (Individual Education Plan) targets and monitoring their own success when appropriate. Their views are always included in IEP Reviews and they are given a chance to voice their own opinions in EHCP plan requests and Annual Reviews. Building self-confidence and maintaining self-esteem is extremely important for all pupils experiencing any kind of difficulty and the school aims to deal sensitively with all special needs issues and greatly values all pupils thoughts and opinions

Staff provide comprehensive pastoral support to ensure that all pupils feel that their strengths, aptitudes and achievements are fully valued.

**3. Children and young people's progress**

**a. How do you check and review my child/young person's progress?**

All pupils are reviewed and tracked regularly both by Teacher Assessments and National Curriculum Assessment. Formative and Summative assessments are used throughout the school.

The SENCO and Inclusion Manager regularly meet to review SEND Pupil progress and carry out an Annual Audit Review on every child on the register.

Pupils individual SALT targets are reviewed in consultation with the Speech and Language Service termly

Progress of ASD pupils are reviewed with SHINE( Autistic Support) termly

Teaching Assistants and Support Staff are also involved in reviewing progress, they are included in the Provision Mapping process and in Pupil Performance Meetings.  
Pupils with an IEP are regularly reviewed against their own individual SMART targets.  
Pupils with an EHCP will always have an Annual Review to discuss all aspects of their plan. Should the need arise interim reviews are also carried out

**b. How do you involve my child/young person and parents in those reviews?**

**c. How do you know if the provision for children and young people with SEND at your school is working?**

The children are included in small groups or on a 1:2:1 basis for any delivered teaching and they are closely monitored both by the Teacher and Teaching Assistant, Lesson observation records are kept and are used to gauge how effective the provision is and can be used as the basis of evidence for an EHCP Assessment request. The SENCO and Inclusion Manager meet regularly with Class Teachers and Teaching Assistants to review the impact of any intervention/provision, as well as meeting with staff from other agencies involved. All members of staff involved with a child have clear understanding and expectations of the outcomes for the child in their care. Lessons/provision can be differentiated by the appropriate member of staff making it accessible for the child, and the school has a wide and varied catalogue of resources which it can access

**4. Support for overall well-being**

**a. What support is available to promote my child/young person's emotional and social development?**

The school has (ELSA) Emotional Literacy Support assistants who see pupils both in very small groups and individually. In addition to that there are 2 trained SPA (Specialised Pastoral Assistance) members of staff who may deal with more complex issues.  
Trained Teaching Assistants run small social skills / friendship Groups for pupils requiring help and support with social and emotional communication/confidence issues  
The Inclusion Manager runs other help/support interventions when required including anxiety management, anger management and behavioural support.  
The school also has a Parent Advisor.  
Teaching staff attend INSET on how to support SEND in the classroom.

**5. Preparation for new and next steps**

**a. How will you help and prepare my child to join your school?**

Meetings are held prior to children joining Saint Mary's with all the relevant professionals from any previous school/nursery setting and also any other agencies involved with the child. Good communication and planning is central to the process, and plans and strategies are shared. Children and parents are encouraged/invited to view the school and to talk to the relevant staff, and children are welcome to visit prior to joining the school on several mornings/afternoons to meet their teacher and other key members of their staff and to familiarise themselves with the classroom/school. A new school passport can be used showing children pictures of those key members of staff involved in their care and key rooms/facilities. This can then be taken home for the child to familiarise with at home. As all needs are assessed on an

individual basis the school can tailor any personalised transition plan to suit the needs of the individual child.

**b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?**

The school has an extensive transition programme in place; this consists of a 13 week programme of small group and individual lessons tailored to each individual child's needs/placement. We are more than happy to accompany both child and parents to view any prospective new school and to offer any guidance and help we can. Once a transition setting has been confirmed we liaise on a regular basis with the relevant staff from the school, a member of their staff will visit us here and we will exchange all the necessary information/paperwork to ensure not just a smooth transition but a consistent and continual use of familiar and practised strategies.

**6. Accessibility and specialist equipment**

**a. How accessible is the school environment?**

*(A link to the School's Accessibility Plan can be found in section 8b)*

- **Is your school wheelchair accessible?**  
Saint Marys is wheelchair accessible
- **Have adaptations been made to the auditory and visual environment?**  
No
- **What changing & toilet facilities does the school have for children and young people with SEND?**  
2 disabled toilets with changing facilities
- **Do you have disabled car parking for parents?**  
Yes 1 space is available

**b. What if my child needs specialist equipment or facilities?**

Each child's needs are assessed on an individual basis and if the school does not have the required specialist equipment or facilities then an assessment in partnership with other involved agencies would be carried out to see if the school would be able to accommodate the additional needs.

**c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?**

Saint Mary's is an all-inclusive school and all pupils are encouraged to embrace the broader curriculum. The school runs a wide and varied number of after school clubs to which all pupils are welcome. For those SEND pupils with more complex needs a Risk Assessment would be carried out to see whether participation would be possible with additional support.

The school fully participates in extracurricular school trips to such places as Museums, Sporting events, walking to church and residential trips, these trips are all Risk Assessed and are where possible open to all pupils. The school regularly invites parents to help and support with these outings and SEND pupils will, depending on their needs, be included in a very small group or on a 1:2:1 supported basis.

Physical Education is a very important part of the school curriculum and again where possible every child is encouraged to participate, lessons can be tailored to suit the individual and 1:2:1 support can be given to pupils with an EHCP.

7. Training for staff, specialist services and further support
<b>a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?</b>
<p>Saint Marys employs a SENCO and Inclusion Manager holding the regulated qualifications required. Both attend any necessary and specialist training through the RBWM and with other outside agencies. All of the Teaching Assistants have received some specialist training in area's including Phonics. Speech and Language, Autism and supporting pupils with additional needs and many have more specialist and long term experience of working with SEND pupils. All staff have received behaviour management training. The ELSA qualified members of staff are supported and monitored through regular meetings. Staff training is carried out both "in house" and by accessing a vast range of outside agency training, the school takes part in Shared staff training with such agencies as SHINE, Speech and Language and Occupational Therapy.</p>
<b>b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?</b>
<p>Speech &amp; Language therapy, RBWM Children and Young People Disability Service, Educational Psychologists, Behaviour Support, Shine Team (Outreach Autism Service)</p> <p>We are lucky to have a large range of agencies that we can call on should we require additional assistance/help with a particular difficulty/complex need.</p> <p>The school is only too happy to signpost parents to any agencies/support groups that could provide both information and assistance and have many informational posters and leaflets within school.</p>
<b>c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?</b>
<p>You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families</p> <p>Tel: 01628 683182</p> <p>Email: <a href="mailto:IAS@rbwm.gov.uk">IAS@rbwm.gov.uk</a></p> <p>Website: <a href="http://ias-rbwm.co.uk/">http://ias-rbwm.co.uk/</a></p> <p>Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:  <a href="http://www.rbwm.gov.uk/localoffer">www.rbwm.gov.uk/localoffer</a></p>

8. Policies
<b>a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs &amp; Disabilities Act 2001) and the Equality Act 2010?</b>
Yes
<b>b. Where can I find other school policies relating to SEND?</b>
<p>The following SEND policies are available on the school website at the following link:</p> <p><a href="http://www.stmarys-maidenhead.org.uk/policydocuments">www.stmarys-maidenhead.org.uk/policydocuments</a></p> <ul style="list-style-type: none"> <li>• SEN Policy</li> <li>• Accessibility Plan</li> <li>• Safeguarding Policy</li> <li>• Behaviour Policy</li> </ul>

- Equality & Diversity Policy

Other policies for examples

- Restraint Policy
- Manual Handling
- Personal Care
- Whistleblowing Policy

## 9. Additional Information

### a. Do you provide any other resources for children and young people with SEND?

Signposting to external support/resources groups

## 10. Feedback and complaints

### a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

A full complaints policy can be found by going to [www.stmarys- Maidenhead.org.uk/policydocuments](http://www.stmarys- Maidenhead.org.uk/policydocuments)

## 11. Glossary

Terms used in this document	Description/explanation of term

Date of last update of this document: Jan 2019

Date of next review: Jan 2020