

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



St Mary's Catholic Primary School

Name of Head-teacher:	Mrs R Akehurst
Name of SEN Co-ordinator (SENCO):	Mrs K White
Name of SEN Governor	
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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?

At St Mary's, we aim to fulfil the potential of every child. We are an inclusive mainstream school offering a range of provision and support. We have a wealth of trained staff and expertise. We are able to provide and support children with the following needs:

- Communication and interaction (e.g. autistic spectrum disorder, speech and language difficulties)
- Cognition and learning (e.g. dyslexia, dyspraxia)
- Social, emotional and mental health difficulties (SEMH) (e.g. Attention, deficit, hyperactivity disorder (ADHD))
- Sensory and or physical needs (e.g. visual impairments, hearing impairments, processing difficulties, epilepsy)
- Moderate or multiple learning difficulties

We recognise that a child may have Special Educational Needs at any time during their time at school and comply with the SEND Code of Practice 2015 which outlines the key ways pupils should be supported in class. At St Mary's, all children regardless of their particular needs are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

The school looks carefully at each individual child's needs when deciding how best to support them. The view of the pupil is always considered and parents are involved in any decisions made regarding additional support.

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 the SEND Code of Practice 2015.

Some children will have already been identified with SEND when they arrive in Reception. If this is the case, we will liaise with the previous setting prior to the child joining us. This will ensure a smooth transition occurs and that the child's needs continue to be met. Prior work may involve visiting the nursery setting, liaising with parents, offering additional visits and making contact with other agencies if they are involved.

If a child has not already been identified as SEND, concerns may be raised by either teaching staff or parents. Teachers are able to meet with the SENCO at any time if they wish to raise a concern about a child. Parents are welcome to raise concerns about their child's progress at any time by making an appointment with either the class teacher or SENCO.

When concerns have been raised, interventions will be put in place to support the child. If the child still does not make adequate progress, they will be entered on the SEN Register. Throughout this process, the pupil and parents will be kept informed usually by meeting together to discuss interventions planned and to set targets. The child's progress is monitored in relation to individual targets set.

Some children may require additional support from outside support services such as the Educational Psychologist, the Autism Outreach Team (Shine), Occupational Therapy, Speech and Language Therapy, Physiotherapy or the Early Help Team. The school and parents will then work closely with identified outside services providing further support and the school will monitor progress.

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

Nobody knows a child better than their parents and so we want to know if you have any concerns. In the first instance, parents should raise their concerns with their child's class teacher. The class teacher will then liaise with the SENCO about your concerns. The SENCO at St Mary's is Helen Wakeman.

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?

All pupils receive quality first teaching with tasks differentiated and scaffolded to meet the individual needs of pupils. All support staff in classes are made aware of the individual needs and assist in supporting the children to ensure that their progress is maximised.

Resources and strategies used may include the following:

- visual timetables,
- visual prompts,
- mind and word mapping,
- key topic vocabulary given prior to the teaching of a new topic,
- storyboards,
- A 'First, Next Then, Last' template.
- Regular specific intervention groups
- Sloping desks
- Occupational Therapy cushions

Some pupils will have an Education and Health Care Plan where specific provision is outlined.

All children have the opportunity to talk about their learning and receive positive daily feedback to help them progress further.

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 include:

- Precision English
- Precision Maths
- Maths intervention - small group targeted teaching
- Phonics small group teaching
- Behavioural Management
- ELSA (Emotional Literacy Support)
- Pastoral Assistance
- Speech and Language Therapy - The School has an ELKLAN trained TA who works on weekly speech and language programs overseen by a SALT
- Whole school Growth Mind-set

Staffing provided:

- SENCO – oversees provision for children identified as having SEND.
- Head Teacher and Inclusion Lead both qualified SENCOs.
- 2 HLTAs
- 1 ELKLAN trained Teaching Assistant who works on weekly speech and language programs overseen by a SALT
- A Parent Support Advisor
- Teaching Assistants allocated in Early Years Foundation Stage and in other classrooms where needs and funding allows. Teaching assistants work either on a one to one basis with children or with small groups.
- A Mental Health Lead Teacher

Specialist outside agencies:

- SHINE (Autistic Support)
- Early Help Team
- S.A.L.T (Speech and Language Therapy)
- Occupational Therapy
- Educational Psychologist
- Physiotherapy
- 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?

To assess the type and level of support necessary, the school will use a combination of formal assessments, informal identification of needs by teachers, parental concerns and observations by the SENCO or specialist external agencies. All pupils with SEND have a SEN (Special Educational Needs) Support Plan to track the support provided and its impact. These are reviewed termly and adjustments made according to the pupil's progress. Teaching assistants are used both within the classroom and to support intervention groups based on specific needs.

For pupils with Education Health and Care plans, the amount and type of provision recommended to progress learning will be specified in the plan. For children assessed by the Educational Psychologist, Speech and language team or Occupational Therapy team, recommendations made about the type and frequency of support necessary will be implemented.

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

The school has an open door policy and aims to establish a reciprocal relationship with parents as partners in their child's learning and development. This is achieved through good communication/information and by using resources flexibly to meet needs.

We communicate with parents through:

- Newsletters
- Telephone calls, emails and letters home
- Home-school books where appropriate
- Regular meetings with the teacher
- Annual Reviews for children with an EHCP (Education and Health Care Plan)
- Attendance at sessions involving outside agencies (Speech and language Therapist, Occupational Therapist, Educational Psychologist etc.)

Parents are kept fully informed by the class teacher and are always welcome to meet with the SENCO. The school can provide parents with further information on various aspects of our approach to SEND, as well as signposting parents to information regarding local services and support groups.

Parents are invited to contribute to their child's SEN Support Plan and receive a copy of this. If a pupil has an EHCP then an Annual Review meeting takes place that parents attend and contribute. Should it be deemed necessary, an Interim Review may also be held at any point.

Parent views, ideas, help and involvement are very much welcomed and valued by school staff; we strongly believe in a positive parent partnership.

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

Children are regularly involved in assessing their progress in lessons. Pupil views are always included in SEN Support Plan reviews and in monitoring success with targets set. Children 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 challenge. 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?

Teachers continuously assess and monitor progress. Termly pupil progress meetings take place for all children where teachers discuss children's progress and agree further support.

All children on the SEND register have a SEN support plan. This is reviewed at least three times a year by the class teacher to track progress against their targets using the Assess, Plan, Do, Review cycle.

The SENCO will also meet termly with each class teacher to review Pupil progress for each child on the SEND register. SEN Support Plans are working documents and may be amended as a result. They can be amended at any time to reflect the current position.

Pupil's individual SALT targets are reviewed in consultation with the Speech and Language Therapist. Progress of ASD pupils are reviewed with SHINE (Autistic Support) termly.

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 arranged.

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

We follow the guidance and recommendations stated in the SEND Code of Practice 2015:

- Pupil's views and feelings regarding their learning are important and considered
- Pupils where possible are involved and participate in the decisions been taken and provided with information to help them make informed choices about what happens next
- When holding Annual Reviews for pupils with an EHCP they are encouraged to share their aspirations and views
- Regular review of targets provides an opportunity for pupils to articulate how they are doing against them. Where appropriate, children are encouraged to contribute to the setting of new targets

Pupil voice is respected, encouraged and valued.

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

- The Quality First Teaching provided for all children, is continuously monitored by Senior leaders and the SENCO.
- Teachers use continuous assessment to monitor progress of each child using a range of assessment strategies.
- The success of each specific intervention is assessed and informs the next steps for the child. If there is no success within a short space of time, then in line with our "assess, plan, do review" cycle, we carry out further assessments, try additional interventions and, if necessary, involve outside agency support.
- All members of staff involved with a child have a clear understanding of the learning and developmental needs and the desired outcomes for the child in their care.

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:

- An Emotional Literacy Support assistant (ELSA) who sees pupils both in very small groups and individually.
- Trained Teaching Assistants who can run small social skills / friendship groups for pupils requiring help and support with social and emotional communication/confidence issues
- A Pastoral Support Assistant who can provide advice to the families of children with social, emotional and mental health needs
- Teaching staff who attend INSET days to further their CPD in all matters SEND including best practise in delivering quality first teaching to all.
- A comprehensive anti-bullying and SEND policy.

For specific concerns the school may contact Child and Adolescent Mental Health Service (CAMHS) for guidance and involvement. The social and emotional health of children is closely monitored by staff and any concerns raised either in school or at home are raised with the SENCO. These children may then be assessed and an appropriate intervention introduced depending on need.

5. Preparation for new and next steps

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

We take great care to ensure we welcome new children and their parents into St Mary's. Prior to children joining, we hold meetings with the relevant professionals from the previous school/nursery setting and with any agencies involved with the child. With good communication and planning central to the process, all plans and strategies are shared. Children and parents are encouraged/invited to view the school and to talk to the relevant staff. Children are encouraged to visit on several mornings/afternoons when they will meet their new teacher and other key members of the teaching team and familiarise themselves with the classroom/school. A new school passport is often provided; this includes pictures of those key members of staff who will be involved in their care along with key rooms/facilities. This can be used at home by the family to support transition. 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?

Transitions for children with SEND are supported and coordinated by our SENCO. We will offer any guidance and help that we can.

Transitions to a new school:

Once a transition setting has been confirmed, we liaise on a regular basis with the relevant staff from the receiving school. Where appropriate, we will arrange visits and accompany children to their new school. Staff from the new setting are encouraged to visit St Mary's to meet the child and observe them in their current setting. For children with an EHCP, we have a summer term review and invite the SENCO from the new school to attend so that they can become familiar with the child's needs. We have an extensive transition program for Y6 children who are worrying about their next school. All records are forwarded to the new school. Support is provided for parents when considering schools for transition, which may include accompaniment to prospective schools.

Transitions to the next year group:

Pupils with SEND will be supported to make a positive transition to their next year group by visiting the classroom and talking with a Teaching Assistant, class teacher or SENCO any concerns they have about moving on. The new class teacher receives detailed information about each child's specific needs.

Additional support available for transitions:

School Passport with pictures of key staff and rooms/facilities

Social stories to prepare for the change

Other visual support materials

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. All corridors and doorways are accessible, although there are no automatically opening doors.

• Have adaptations been made to the auditory and visual environment?

No we have not needed to make any adaptations.

• What changing & toilet facilities does the school have for children and young people with SEND?

St Mary's has 2 disabled toilets.

• Do you have disabled car parking for parents?

1 disabled parking space is available

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

We make every effort to provide the equipment and resources each child needs. Where specialist equipment is required, we will seek support from the external professionals and agencies involved who can assist us in obtaining such equipment.

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 extra-curricular clubs to which all pupils are welcome. The school will support parents in informing the provider of their child's specific needs.

We go out of our way to ensure that all pupils are included in school trips including those requiring medical, dietary or physical support.

Physical Education is a very important part of the school curriculum and, again, with reasonable adjustments in place, every child is encouraged to participate.

SEND children are encouraged to participate in the School Council and EcoCouncil.

Where necessary, we purchase supply additional resources and/or support. We carry out risk assessments to ensure that we are meeting the needs of all children. We have access to a local Authority Advisor can help with more detailed aspects e.g. residential trips.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

- A SENCO with the National award for SEN Coordination (NASENCo) qualification
- SENCO currently training as Dyslexic specialist teacher and assessor
- Head Teacher and Inclusion Lead with NASENCo qualification
- Ongoing SEND training for all teaching staff. External agencies supporting St Mary's with SEND training needs include SHINE, Speech and Language and other professionals from Children and Young People's Integrated Therapies (CYPIT)
- Educational Psychology, Occupational Therapy and Behavioural support.
- Some Teaching Assistants have specialist and long term experience of working with SEND pupils.
- All staff have received behaviour management training, Safeguarding and Prevent training.
- One qualified ELSA who is monitored through regular supervision meetings.
- Specific support staff Team Teach trained
- Reception staff are trained in Attention Autism Bucket Therapy

Occasionally a specific need for a child may arise and then specific training will be planned. Staff meetings and Senior leadership meetings will sometimes focus on specific needs within SEND.

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?

We have regular involvement from other agencies who support us in meeting each child's needs. Where possible we invite parents to attend meetings so that they can share in the advice and recommendations and mirror support received in school at home. We will always ask for your permission to discuss your child with them.

The agencies we involve may include:

- Speech & Language Therapy Service provided by the local authority
- RBWM Children and Young People's Disability Service (CYPD)
- Educational Psychologist Service provided by the local authority
- Behaviour Support provided by the local authority
- Shine Team (Outreach Autism Service) based at Furze Platt Senior School
- School nurse provided by the local authority
- Education Welfare Officer (EWO) provided by the local authority
- Occupational Therapy/Physiotherapy provided by the local authority
- The Early Help Hub (including behaviour support)
- CAMHS (Child & Adolescent Mental Health Services)
- The Virtual School (for Looked After Children)
- Number 22 Counselling Service

The referrals to the above services are co-ordinated via our SENCO as a result of discussions at progress meetings, parent consultations and as part of our "assess, plan, do and review" cycle.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

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

Tel: 01628 683182

Email: ias@rbwm.gov.uk

Website: <https://ias-rbwm.info>

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:

https://rbwm.afcinfo.org.uk/local_offer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes and our policies have been written to reflect current legislation

b. Where can I find other school policies relating to SEND?

The following SEND policies and documents are available on the school website

Under Key information, Policies and then Special Educational Needs and Disabilities:

- [SEND Policy](#)
- [Accessibility Plan](#)

Under Key information, Policies:

- [Child Protection and Safeguarding Policy](#)
- [Behaviour Policy](#)
- Diversity and Equality Policy
- Intimate Care Policy
- Anti-bullying Policy

9. Additional Information

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

We support all our children and can source additional resources from a vast network of support agencies as required. We also encourage or children with SEND to take an active role in the life of the school.

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?

We have an open door policy and are always available to chat. We try to address concerns as quickly and efficiently as possible. If, however, you wish to make a formal complaint, you should put the matter in writing to the Head Teacher. Our complaints procedure is available on our school website.

11. Glossary

Throughout this document every effort has been made to clarify potentially unknown terms or acronyms.	
Acronym	Explanation
ADHD	Attention Deficit Disorder
ASC	Autism Spectrum Condition
CAMHS	Child and Adolescent Mental Health Services
CYPDS	Children and Young Person Disability Service
EYFS	Early Years Foundation Stage
EHCP	Education Health and Care Plan
EPS	Educational Psychologist
EKLAN	Training to support children with their speech and language development
ELSA	Emotional Literacy Support Assistant
HTLA	Higher Level Teaching Assistant
OT	Occupational Therapist
SALT	Speech and Language Therapist
SEND	Special Educational Needs and Disability
SEMH	Social Emotional and Mental Health

If you require further support or clarification, please do not hesitate to contact the school office.

Date of last update of this document:

September 2024

Date of next review: September 2025