



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

### Name of School

Name of Head-teacher:	Mr N Hart
Name of SEN Co-ordinator (SENCO):	Mrs J Tempest
Name of SEN Governor:	Mrs K Nash
Name of Inclusion Manager:	Mrs T North
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?

St Mary's is 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. Class teachers will make regular assessments of progress of all pupils (this might be noted through test results, observations, formative assessments etc.) and identify those whose progress is significantly

below that of their peers. The class teacher, with advice, if required, from the SENCO and or the Head teacher, is responsible for deciding when extra support is needed. The view of the pupil is considered where appropriate and the parents are always 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 SEN Disability Code of Practice 2014.

Some children have already been identified with SEND when they arrive in Reception. If this is the case we will have liaised with the previous setting to ensure a smooth transition occurs. This prior work may involve visiting the nurse setting, liaising with parents, offering additional visits and making contact with other agencies if they are involved.

Teachers are able to meet with the SENCO or Inclusion Manager 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 the class teacher.

When concerns have been raised, observations, diagnostic testing by either the Inclusion Manager or SENCO, will aim to identify what interventions will be most effective. Throughout this process the pupil and the parents will be kept informed, usually by meeting together to discuss a planned course of intervention and to set targets. 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 or the Early Help Team.

All children are assessed and their progress tracked regularly by their class teacher. Pupils with SEND will be supported to make a positive transition to new phases by visiting the classroom and talking through with a TA or the Inclusion Manager any concerns they have about moving on. Year 6 children receive enhanced transition support over the summer term. This is delivered by the Inclusion Manager or class Teaching Assistant.

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?**

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. All teachers at St Mary's are able to teach and support pupils with SEND in their care. When additional support and resources are required teachers can access the help and advice of the Inclusion Manager and /or the SENCO both of whom are based within the school. Parents may of course decide 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?**

Our aim is that all pupils experience Quality First Teaching (QFT). Training to embed this is on-going and part of the Continued, Professional Development (CPD) of all teaching staff here. In addition, a variety of strategies further support the specific needs of the individual child. The school has a multi-sensory teaching focus and uses appropriate differentiation tailored to the 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 if deemed helpful.

All children 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 are:

- Precision English

- Precision Maths
- Maths intervention small group targeted teaching
- Phonics small group teaching
- Buddy Readers
- Social skills group (Circle of Friends)
- Behavioural Management
- ELSA (Emotional Literacy Support) We have two trained ELSAs who work with individuals or small groups
- S.P.A ( Specialised Pastoral Assistance)
- The SENCO is a Mental Health First Aider and is able to offer support with well-being
- ELKLAN trained TA who works on weekly speech and language programs overseen by a SALT
- Friends for life (Cognitive Behavioural Therapy Programme)
- Whole school Growth Mind-set

Additional staffing provided :

- Inclusion Manager, Mrs North (responsibility for the day to day operation of the SEND policy and for co-ordinating provision for pupils with SEND)
- 1 HLTA
- Parent Support Advisor

Specialist outside agencies:

- SHINE (Autistic Support)
- Early Help Team
- 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 Special Education Needs Register after consultation with parents. 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. Some 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. All pupils have a Provision Map and I.E.P (Individual Education Plan) as a means of monitoring their progress and setting SMART targets. Teaching assistants are used both within the classroom and to support intervention groups based on the specific needs.

If a pupil has significant difficulties which require more long-term individual support the school will request an Educational Health and Care Plan (EHCP) assessment from the LEA (Local Education Authority). This process can take up to 18 weeks. Parents are always included in all decisions.

**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 child's learning and development. This is achieved 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 parents will receive a copy of this and are invited to all relevant meetings.

Parents views, ideas, 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 meeting takes place where parents attend and contribute. Should it be deemed necessary an Interim Review may also be held at any point.

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

Where possible, pupils are involved in planning their IEP targets and monitoring their own success when appropriate. Their views are always included in IEP Reviews and 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 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 SEND provision is underpinned by the graduated approach cycle of: "assess, plan, do, review".

**Assess:**

Teachers continually assess children and plan interventions as and when necessary. All pupils are assessed and tracked regularly by Teacher Assessments. Formative and Summative assessments are used throughout the school. Children's achievement is assessed relative to their age and cohort and interventions put in place for those who are struggling to perform against age related expectations. These assessments are used to put a plan in place.

**Plan:**

Firstly, Quality First Teaching that includes the needs of all learners is delivered in all classrooms. Appropriately differentiated creates an inclusive learning environment.

Secondly, specific additional group work to close the gap or accelerate progress following whole class teaching. This form of support is usually targeted to pupils with similar needs.

Thirdly, Sometimes a small minority of pupils require highly tailored intervention to accelerate progress or to enable children to achieve their potential. This may include one to one or specialist programmes such as a SALT programme.

**Do:**

Teachers plan for and organise necessary interventions. Some interventions are delivered by a teacher others by teaching assistants. The teacher is responsible for monitoring the progress each child makes.

**Review:**

Through professional discussions and planning meetings, objectives are reviewed and inform the assessment of a child and their planned intervention; this decides whether provision changes, continues or ceases.

The SENCO and Inclusion Manager regularly meet to review SEND Pupil progress and carry out an Annual Audit Review on every child on the SEND register. Provision maps are working documents and can be amended at any time to reflect the current position. They are reviewed and amended three times a year as a matter of course.

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.

Teaching Assistants are also involved in reviewing progress, they are included in the Provision Mapping process, Phase provision planning meetings and in Pupil conferencing.

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 arranged.

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

We follow the guidance and recommendations stated in the 2014 SEND Code of Practice:

- 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 reviews of IEP's provide an opportunity for pupils to articulate how they are doing against the targets they have been set. 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 children are taught in class using the Quality First Teaching model. Occasionally children are included in small groups or on a one to one basis for specific teaching. These are closely monitored by the teacher. As outlined earlier our "assess, plan, do review" cycle ensures children receive the provision they need to make progress. Lesson observations inform decision making and progress is tracked from a starting point to an end point. 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 a clear understanding of the learning and developmental needs and the desired outcomes for the child in their care. Lessons/provision is differentiated by the teaching team ensuring each child makes good progress and can fully access the learning.

### **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:

AET ASD Level 3 Practitioner

2 (ELSA) Emotional Literacy Support assistants who see pupils both in very small groups and individually. In addition to that there is 1 trained SPA (Specialised Pastoral Assistance) member 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 support interventions when required including anxiety management, anger management, behavioural support and transition support.

The school also has a Parent Advisor.

Teaching staff attend INSET days to further their CPD in all matters SEND including best practise in delivering quality first teaching to all.

### **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. Children are welcome to visit prior to joining the school on several mornings/afternoons to meet their teacher and other key members of the teaching team staff to 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 and 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?**

The school has an extensive transition programme in place; this consists of a 12 week programme of small group and some individual lessons tailored to each 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 receiving 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 we have not needed to make any adaptations
- **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 one to one 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 one to one support can be given to pupils with an EHCP. SEND children are encouraged to participate in School Council and Eco Council.

## 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?**

Saint Marys employs a SENCO and Inclusion Manager holding the regulated qualifications required. Both attend all necessary and specialist training through the RBWM and with other outside agencies. The Inclusion Manger is an AET ASD Level 3 qualified practitioner. All of the Teaching Assistants have received some specialist training in areas 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, Safeguarding and Prevent training.

The ELSA qualified members of staff are supported and monitored through regular supervision 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, Educational Psychology, Occupational Therapy and Behavioural support.

**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?**

- Speech & Language therapy provided by the local authority
- RBWM Children and Young People Disability Service (CYPD)
- Educational Psychologists provided by the local authority
- Behaviour Support provided by the local authority
- Shine Team (Outreach Autism Service) resource at Furze Platt Senior School
- School nurse provided by the local authority
- Education Welfare Officer (EWO) provided by the local authority
- Occupational/Physiotherapy
- The Early Help Hub
- CAMHS (Child & Adolescent Mental Health Services)
- The Virtual School (for Children looked after)
- Number 22 Counselling Service

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

The school is 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.

**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: [cyp.iasnetwork.org.uk](mailto:cyp.iasnetwork.org.uk)

Website: [www.ias-rbwm.co.uk/](http://www.ias-rbwm.co.uk/)

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: [rbwm.afcinfo.org.uk/localoffer](http://rbwm.afcinfo.org.uk/localoffer)

**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

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

The following SEND policies are available on the school website at the following link:

[www.stmarys-maidenhead.org.uk/policies](http://www.stmarys-maidenhead.org.uk/policies)

- SEND Policy
- Intimate Care Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy
- Equality & Diversity Policy

Other policies for examples

- Restraint Policy
- Manual Handling
- Whistleblowing 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?

Complaints about SEND provision in our school should be made to the SENCO or Head-teacher in the first instance. They will then be referred to the school's complaints policy. Parents with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. Our complaints policy can be found by going to [www.stmarys-maidenhead.org.uk/policydocuments](http://www.stmarys-maidenhead.org.uk/policydocuments).

## 11. Glossary

Throughout this document every effort has been made to clarify potentially unknown terms or acronyms. If you require further support or clarification, please do not hesitate to contact the school office.

Date of last update of this document: Feb 2021

Date of next review: Feb 2022