



St Mary's First School Local Offer

How does St Mary's know if our children need extra help and what should I do if I think my child may have special educational needs?

Working closely with our team of teachers and teaching assistants we closely monitor and observe children's daily learning and social interactions. If a child is making limited progress, or if there is a change in the child's progress or behaviour, this would be discussed and monitored. Our open door policy gives opportunities for parent/carers to discuss any concerns with the class teacher. They may then refer you to speak to our SENCO (Lisa Thornicroft)

How will the staff support my child?

Each teacher plans a differentiated curriculum that caters for differing learning styles and needs. This may include additional general support by the teacher or class teaching assistant.

If a child has needs relating to more specific areas of their education, such as phonics or handwriting, then they will be placed in a small focus group. This will usually be run by the class teaching assistant. The length of time will depend on the intervention but it is usually for a term. The intervention will be regularly reviewed to ascertain its effectiveness and inform future planning. These interventions will be recorded on the child's records. If you have any queries regarding any of these interventions please contact the class teacher or SENCO.

Each term teachers will meet with the head teacher to discuss the progress of pupils in their class. This discussion may highlight any potential problems in order for future support to be planned.

Occasionally a child may need more expert support from an outside agency such as Speech and Language, Hearing Support Service, etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After assessments or appointments, if appropriate, advice will be given to the school or parent/carers.

How will the curriculum be matched to my child's needs?

At St Mary's through quality first teaching our curriculum will cater for a variety of needs within a class situation. When a child has been identified

with a special needs their work will be differentiated by the class teacher to enable them to access the curriculum.

Teaching Assistants may be allocated to work with children in a small group to target more specific needs and on occasion in a 1:1 bases.

If a child is identified as having special needs that affects their learning and progress they will be given a Provision map and placed on the school SEND register. Targets will be set according to their need. These will be monitored by the class teacher and SENCO. Targets will be discussed at Parents' Evenings and a copy given to parents.

If appropriate, specialist equipment may be given to the child e.g. writing slopes, pencil grips, easy to use scissors.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

You will be able to discuss your child's progress at Parents' Evening. The class teacher is available between 8.30 -8.45 each morning or at the end of the day to discuss any concerns. Appointments can be made to speak in more detail with the SENCO by visiting the school office.

Class teachers may suggest ways of supporting your child. If outside agencies or Educational Psychologist have supported your child suggestions may be given to help at home.

What support will there be for my child's overall well being?

Our school ethos is 'Nurturing strong roots, helping us to grow and flourish.' This underpins all that we do at St. Mary's. All adults encourage the development of every child's wellbeing by the care and support they give each child. The school offers a wide variety of pastoral support. The school follows a PSHE programme called 'Jigsaw'. We have a trained ELSAs (Emotional Literacy Support Advisors) working within the school. Our PSA (Parent Support Advisor) has a wealth of knowledge of people and agencies that can offer support.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise regarding provision for your child.

Each year we purchase hours from SENSS (Special Educational Needs Support Service) to carry out assessments and if appropriate offer programmes and advice to support children.

We also use the services of:

- Educational Psychologist (for children being assessed for an EHCP plan)
- Speech and Language Therapist
- Behaviour Support service
- Outreach from Westfield, a local special school.
- Hearing and Vision Support Service
- Children's Centre
- School Nurse
- Dorset Child and Family Counselling Trust
- CAMHS (Children & Adolescence Mental Health Service)
- Mosaic (Bereavement Service)
- Child Protection Advisors
- Social Services

What training are the staff supporting children and young people with SEND have had or are having?

Through audits and regular monitoring of training needs teachers and TAs are kept updated of new developments. The majority of our TAs are HLTAs (Higher Level Teaching Assistants) and through their performance management training needs are identified and training is provided where appropriate.

Training 2016/17

SENCo

- Termly Inclusion briefing
- Attachment support group
- Supporting children with dyspraxia at home and school

Teachers

- Ways to support children with attachments difficulties
- Social Communication training
- Team teach
- EPi pen training

TAs

- Team teach (Jim Bomphrey)
- ELSA Supervision

- Inside I'm hurting - Supporting pupils with significant relationship trauma and losses
- PDA support group
- Speech and language groups
- Maths misconceptions
- Magic of maths motivation
- Impact of specific learning difficulties on early numeracy
- Training to deliver physiotherapy exercises
- Epi pen training

How will my child be included in activities outside the classroom, including school trips?

We are a fully inclusive school and activities and school trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How accessible is the setting/school/college environment?

As a school we are happy to discuss individual access arrangements.

We have an Accessibility policy, where potential alterations have been identified. This plan will be put into place as the need arises. Facilities we have at present include:

Ramps into schools front entrance

Disabled toilet

Hand rail for the 4 steps within the corridor

Several classrooms have noise reducing curtains to assist with hearing impairments.

How will the school prepare and support my child to join the school or the next stage of education and life?

We have a highly developed transition programme in place for our Reception and Year 4 children.

Starting Reception - Regular visits from the Pre school children in the year leading up to transition and a close working relationships between staff from both establishments assist with transition. Our Reception teacher visits the home of all children. All children are invited to attend a transition session where they will spend time in their new classroom. Each child is allocated a Year 4 buddy to help them settle into their new school.

Year 4 - There are regular visits to the local Middle School, including science trips and orienteering activities. There is a Learning Transition Mentor (Helen Pegram) who spends one day a week in the previous Summer term within our school and the Autumn Term within the Middle school. Additional visits can be arranged if required. Miss Thornicroft liaises with the SENCOs from the Middle Schools to pass on information regarding SEN pupils. Where a child may have more specific needs, a separate meeting may be arranged between Miss Thornicroft, Middle School SENCO, the parent/carers and where appropriate the child.

All of these activities help to build children's confidence and independence in starting a new step in their education.

How are the school's resources allocated and matched to children's special educational needs?

At the end of each academic year the needs across the school for the following year are identified and resources and support is allocated where most appropriate.

How is the decision made about what type and how much support my child will receive?

These decisions are made in consultation with teachers and Senior Leadership Team. Decisions are based on tracking of pupil's progress and assessments by outside agencies. Resources are then distributed to best meet the needs of our school.

How are parents involved in the school? How can I be involved?

Each week your child will receive home learning to be completed at home. You will also be asked to read regularly with your child, practise spellings and times tables. Please talk to your child's teacher if you need any assistance with this.

Please see the school website for links to useful websites to help with home learning. Through the year there will be workshops, such as a maths café, if you would like to find out more about how subjects are taught in school. If you would like to help in the school please come and talk to the school office.