

St Mary's Catholic Primary School, Isleworth
SEND Information Report (Local Offer)



This SEND Information Report (Local Offer) has been approved and adopted by the Governing Body on 20/03/2019 and will be reviewed on 20/03/2020

School Mission Statement

Our school family at St Mary's wants this to be a safe, caring, creative and happy place, where we all have a fair chance to learn and grow together and to do the best we can.

We do this by knowing and loving Jesus more every day and by following his teaching in a joyful way.

Under the Children and Families Bill 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the SEND Information Report (Local Offer). It's intention is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area". Please also see Hounslow Borough's Local Offer at <https://fsd.hounslow.gov.uk>

SCHOOL NAME:	St Mary's Catholic Primary School , Isleworth	
TYPE OF SCHOOL:	Mainstream	Primary
ADMISSIONS:	In compliance with section 69 of the Children and Families Act 2014 arrangements for the admission of disabled pupils is found within the school's Accessibility Plan April 2016	
ACCESSIBILITY:	In compliance with section 69 of the Children and Families Act 2014 The main building and Early Years building are wheelchair accessible. The new two storey teaching block has an accessible lift	YES
	The school's specific and measurable Equality Objectives together with the School's Curriculum Statement and Accessibility Plan 2016 ensure that disabled pupils are not treated less favourably than other pupils.	
	Auditory/Visual enhancements	Auditory- YES

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	Other Adaptions:	NONE
SUPPORT PROVIDED	<p>QUALITY FIRST TEACHING: We try to make sure that all teachers have the highest possible expectations for your child in class and will target his/her needs through good quality teaching. Teachers assess each child's progress continually and, in consultation with senior staff, may put in place other ways of learning to help your child become more engaged in their learning. This is what we mean when we say that the teacher will 'differentiate' work- this may involve using more practical resources and equipment or writing using writing frames or motivational aids etc.</p> <p>WHO CAN GET THIS SUPPORT? All pupils</p> <p>ADDITIONAL SUPPORT is recorded on the Collated Provision Spreadsheet</p> <p>SPECIFIC GROUP WORK: After carefully assessing your child's progress your child's class teacher may decide that there are gaps in their learning. They may set up specific work in a smaller group to help them make the best possible progress to fill these gaps. This may be run in the classroom or outside. It may be run by a teacher or T.A. who has had training to run these groups or it may involve another professional (like a Speech & Language Therapist). It will usually be a short, sharp programme run over a few weeks. Your child may be assessed prior to the start of the programme and again afterwards to check on steps of progress made. Your child's teacher will use their professional judgment of whether to continue with specific group work or if other support is needed and when. We currently use the following intervention programmes at St Mary's:</p> <ul style="list-style-type: none"> > Small group phonics sessions > Numbers Count > One to one tuition > Springboard maths > Wave 3 Reading > Booster classes (Y6) <p>ELSA (Emotional Literacy Support Assistant) support (1-1 or small group)</p> <p>WHO CAN GET THIS SUPPORT? Any child assessed by the class teacher as needing a brief programme of intervention in a specific area.</p> <p>ADAPTIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT</p> <p>Adaptions to the Curriculum and physical environment will be made following specialist advice or assessment as agreed in the Pupil Support Plan. For example, a different height desk may be required.</p> <p>WHO CAN GET THIS SUPPORT? WHO CAN GET THIS SUPPORT? Children who have been identified with SEND needing school SEN support</p>	

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	<p>ADDITIONAL SUPPORT: The school may decide that further support targeted to meet your child's needs is required. A Pupil Support Plan will be written up and shared with you. This will be reviewed every term.</p> <p>WHO CAN GET THIS SUPPORT? Children who have been identified with SEND needing school SEN support</p> <p>(This cost is met from funding allocated to the school for SEND)</p> <p>SPECIFIC INDIVIDUAL SUPPORT FROM OUTSIDE AGENCIES: The school may suggest that your child needs some agreed individual assessment in school. These pupils may then receive support from agencies outside of the school; e.g. Educational Psychologist etc. They will tell you how the support will be used and what strategies will be put in place. Advice from Consultant Advisory Teachers who specialise in reading, learning and Behaviour may be requested.</p> <p>WHO CAN GET THIS SUPPORT? Children who have been identified with SEND needing school SEN support</p> <p>where a referral has been accepted by an advisor. On some occasions advice is given to the school about an individual child or group and a referral isn't appropriate at this stage.</p> <p>(This cost is met from funding allocated to the school for SEND except for the Educational Psychologist who is allocated to the school by Hounslow)</p> <p>Additionally, direct referrals can be made to the Speech and Language Therapy Service and the Occupational Therapy Service (all year groups).</p> <p>SPECIFIC INDIVIDUAL HIGH LEVEL SUPPORT: This means that your child is identified by the class teacher / SENDCo as needing a high level of individual teaching which cannot be provided from the budget available to the school. The School (or you) will ask the Local Authority to carry out a statutory assessment of your child's needs. This is a legal process and you can find out more in the Special Educational Needs Code of Practice 2014. After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you) the L.A. will decide if your child's needs as described in the paperwork, seem complex enough to need a statutory assessment. If this is the case they will write an Education, Health and Care plan or EHCP. (This was previously known as a Statement of Special Needs). This will detail your child's needs and the support s/he will get.</p> <p>WHO CAN GET THIS SUPPORT? Children with an Education and Health Care Plan (EHCP)</p>
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	<p>(Both the school and L.A. provide funding to meet the requirements of the EHCP)</p> <p>If the L.A. decides that your child's needs are not severe or complex enough, they may ask the school to continue supporting your child from their own resources. Your child's progress will continue to be reviewed by the school and any other agencies involved.</p>		
<p>SUPPORT FOR CHILDREN'S OVERALL WELL-BEING & MEDICAL NEEDS</p>	<p>Pastoral support is provided by class teachers in the first instance and also by the Welfare Supervisor, the SENDCo, the classroom Teaching Assistants (some who have received ELSA-Emotional Literacy Support Assistant training) and the SMSA's.</p> <p>Pupils with medical needs may have a Health Care Plan compiled by the Welfare Supervisor in consultation with parents. These are discussed with all staff who are involved with the pupil.</p> <p>A number of staff have basic First Aid training and some staff have had First Aid training at a higher level or have been trained in Paediatric First Aid.</p> <p>In addition, training for staff in general to meet the medical needs of pupils is put in place as needed, eg epi-pen training.</p>		
EQUIPMENT AND FACILITIES	Specialist equipment will be loaned or bought as required. Facilities provided to help disabled pupils are within the school's Accessibility Plan 2016		
POLICIES:	Are the schools policies available on its website for:	SEN	YES
		CHILD PROTECTION	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES
		INCLUSION	YES
		ACCESSIBILITY PLAN	YES
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	YES	
RANGE OF PROVISION:	<p>Areas of Strength</p> <p>Good quality first teaching in classes.</p> <p>Good range of I.T resources to support learning</p> <p>Specialist Facilities/Equipment to support SEND</p> <p>Three Accessible toilets are on site</p> <p>Ramps or a lift are available for accessing all areas</p> <p>We have access to speech and language therapy and specialist teachers via the local authority.</p> <p>We also have access to Educational Psychologist advice, School Nursing Services and mental health support services –all via the local authority.</p>		

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	<p>Consultant Advisory Teachers are available to advise on Behaviour and Learning Support.</p> <p>Breakfast and After School Club support</p> <p>Breakfast Club is available on site (subject to spaces and payment of a fee).</p> <p>After School Club is also available on site.</p>
<p>TRAINING AND PROFESSIONAL DEVELOPMENT</p>	<p>SENDco attends Hounslow SENCO forum and regular SENDco meetings with partnership schools. Specific staff training sessions are attended by school staff off site in addition to INSET delivered on site to groups or the whole staff where needed. Speech and Language Therapists and Occupational Therapists train school staff on site to deliver programmes for children referred to their services.</p>
<p>INCLUSION:</p>	<p>Lessons are inclusive, with adjustments made depending on need.</p> <p>Children with disabilities are included on all school visits and residential trips.</p> <p>Pupils views are sought and represented in the school evaluation process; eg through pupil self -evaluation in lessons, pupil views when reviewing Pupil Support Plans, the Class Council and School Council system and by pupils contributing to their own end of year reports.</p> <p>What proportion of children currently at the school have an SEND?</p> <p>9 % December 2018</p>
<p>PARENT SUPPORT INVOLVEMENT/LIAISON:</p>	<p>Parents of pupils identified with SEND needing school SEN support including those with an EHCP receive regular updates on how their children are progressing- this may be an update each term. Their parents also work closely with the SENDCo and outside agencies where appropriate and are invited to attend SEN Review meetings approximately twice a year; parents of pupils with an EHCP /Statement are invited to an annual review meeting.</p> <p>Pupil Support Plans (PSP's) are sent home and home/school contact books are in place where needed.</p> <p>Parents of all pupils are invited to parents' evenings in terms 1 and 2 each year and are then provided with a written report in term 3.</p> <p>Parents are invited in to school on ' Curriculum mornings' each year to see a lesson being taught in their child's class.</p> <p>In addition, there are parent workshops organised for specific year groups and posted on the school website and Newsletter.</p> <p>TRANSITION: How will the school prepare children with an SEND to join their next setting/school/ stage of education? We have carefully planned and structured transition programmes between key stages and between schools. This may include: Home Visits; Visits to Previous Settings; Induction Mornings; Stay & Play sessions; Meet your New Teacher/Classroom day/ meetings with KS3</p>

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	<p>teachers. There may also be meetings between the SENDCo and SENDCo of the new school the child is transferring to.</p>
<p>WHO TO CONTACT:</p> <p>WHO IS RESPONSIBLE:</p>	<p>If you have any concerns about your child and her/his progress the first point of contact should be your child's class teacher.</p> <p>The class teacher is responsible for the progress of the SEND pupils in her/his care.</p> <p>You may also be directed to:</p> <p>The SENDCo- (Mrs Jane Winchester) who is responsible for co-ordinating provision and ensuring consistent high quality SEND throughout all classes in the school. She is involved in reviewing how your child is progressing and liaises with other people who may be coming in to support your child.</p> <p>Or</p> <p>The Head Teacher- (Mr Farley Marsh)- who is responsible for the day to day management of all aspects of the school including support for children with SEND. The HT delegates responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met. The HT must make sure that the Governing Body is kept up to date about any issues relating to SEN.</p> <p>Or</p> <p>The SEND Governor- (Ms Mary Martin)- who is responsible for providing support to the school in evaluating and developing the quality and impact of provision for pupils with SEND.</p>
COMPLAINTS	Please see the Complaints Procedure on the school website
COMPLETED BY:	Jane Winchester- SENDCo