



St Mary's C of E Aided Primary School

A Christ Centred School with a Child Centred Curriculum

Tel: 01798 872007
Fax: 01798 875537
Email: office@st-marys-pulborough.w-sussex.sch.uk
Website: www.st-marys-pulborough.w-sussex.sch.uk

Link Lane
Pulborough
West Sussex
RH20 2AN

Headteacher: Mrs A Heath MA



St Mary's C of E (Aided) Primary School. Local Offer (SEND). September 2014.

Local authorities, schools and other settings are required to publish and keep under review information about their support and provision for children with special educational needs or disabilities (SEND). This requirement is set out in the Children and Families Bill 2014. All schools are required to formulate a Local Offer relevant to their individual school. Below is a Local Offer for St Mary's CE Primary School.

St Mary's C of E Primary School is part of the Weald Locality of Primary Schools who work collaboratively to ensure best practice with reference to SEND. St Mary's CE Primary School is an inclusive school and offers the following range of provision to support children with SEND.



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Bishop's Commendation 2008



	Question	Response (choose 'best-fit' statement from Self Audit Grid)	Examples of good practice in our setting (bullet point key examples)
1	How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have. We have in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map.</p>	<ul style="list-style-type: none"> • We use a variety of in class assessments to inform next steps for children’s learning. • Specific concerns about individual pupils are discussed with parents. Teachers share concerns with colleagues as appropriate. • Currently children are assessed on Levels against national benchmarks. • We have an ‘Open Door’ policy and parents are welcome to discuss concerns informally on a daily basis. Formal meetings for parents are arranged termly. • The SEN Co has a facility for meetings with parents on a weekly basis.
2	How will setting / school support my child/young person?	<p>Our governors/trustees & play an active role in monitoring the quality of our special educational needs provision. As does the Head teacher, senior leadership team and SENCo. We have high expectations of all our teachers in meeting a range of needs. All interventions we put in place are research informed and evidence based and are measured to monitor impact & attendance against expected rate of progress. Where we feel something isn’t working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional</p>	<ul style="list-style-type: none"> • The SEN Governor meets with SENCO and Headteacher at regular intervals. • Class teachers identify children who are in need of additional support. Interventions are implemented in whilst liaison with the SEN Co. • Our school currently holds the following externally ratified awards: Autism Aware

		<p>support programmes are overseen by the SENCo and all our teachers are teachers of inclusion and special educational needs.</p>	<p>Award / Dyslexia Aware Award / Inclusion Quality Mark.</p> <ul style="list-style-type: none"> • Each child has Individualised learning targets in place. These are regularly reviewed and shared with teachers, children and parents. • The SEN Co works together with class teachers to measure the impact of intervention programmes.
<p>3</p>	<p>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</p>	<p>Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum.</p>	<ul style="list-style-type: none"> • Differentiation is evident in curriculum subjects. This is recorded on class teacher's weekly planning which is shared with all those adults supporting children with SEND. • Learning tasks meet the varying needs of individual children. • Progress meetings between teachers and SEN Co are held at least termly to review support and access to the curriculum for children with SEND. • The children have access to individual learning support resources in each classroom. These include individual literacy supports, numeracy packs and a class 'Dyslexia Friendly' resource pack. • There are regular staff training sessions and

			<p>conversations about 'quality first teaching' in classrooms.</p>
<p>4</p>	<p>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies.</p>	<ul style="list-style-type: none"> • As described above (Question 1) we have an 'Open Door' policy for parents. • Written feedback to parents is provided each term for parents of with children with additional needs. • Formal Parents Evenings are held each term and the SEN Co meets together with parents, children and class teachers. • Tea and Chat sessions are held termly with a focus on an aspect of teaching and/or learning. Curriculum evenings are held to inform parents e.g. tracking progress in school. • Information relating to SEND issues are posted regularly on the school website. School will 'signpost' parents to local facilities as The Children's Centre. Information leaflets are available in reception area. • Feedback/running logs are provided for individual pupils on day to day basis if appropriate.

			<ul style="list-style-type: none"> • SEAL Family workshops are made available annually to parents.
5	<p>What support will there be for my child's/young person's overall well-being and to help them develop their independence?</p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly.</p> <p>We have a defined rubric to enable support staff to encourage greater independence in all our learners.</p>	<ul style="list-style-type: none"> • All teaching staff are trained in first Aid. All staff receive Child Protection Training. The senior management team receive more extensive training in this area. • Behaviour/Golden rules are consistent throughout the school and are displayed in all classrooms • Where there is a medical need Individual pupils have Health Care plans prepared with parents and relevant health professionals. Learning Mentors are available to support pupils with individual social or emotional needs. • Pupil attendance is monitored regularly. Attendance certificates celebrate achievements in this area. • The School Council meets regularly and contributes to the 'pupil voice' in school. • Independent learning is incorporated into quality first teaching. Children are provided with opportunities to develop confidence and independence through roles as School

			Monitor, Prefects, Peer Mediators, and Playtime Buddies.
6	What specialist services and expertise are available at or can be accessed by the setting/school?	<p>Our staff received regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p>	<ul style="list-style-type: none"> • Training for staff takes place at weekly staff meetings and in INSET days. This includes training ‘in house’ and also from external providers. • The school regularly works with health and social care professionals as School Nurse, Speech Therapists, Occupational Therapists, Social Workers and Family Link Workers. • The school has access to support services from West Sussex Local Authority which currently includes an Inclusion Support Team and Educational Psychology Service. A Play Therapist works regularly with a small number of children in school. • All external agencies who visit school are vetted in terms of safe guarding. Services that are ‘bought in’ to support children will be evaluated for the effectiveness of their input. • The school holds the following externally ratified awards: Autism Aware Award / Dyslexia Aware Award / Inclusion Quality Mark.

7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our Special Needs Co-ordinator (SENCo) has been in a SEN Co post for an extensive period and is a qualified teacher. We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions. Every staff meeting, our staff are updated on matters pertaining to special educational needs and disability.</p>	<ul style="list-style-type: none"> • Our Special Needs Co-ordinator (SENCo) has been in post in this school for 18 years, is a qualified teacher and holds a postgraduate diploma with a focus in SEN. • Staff participate in training at staff meetings related to Wave 1 quality first teaching at least once each term. • Support interventions for children with additional needs at Wave 2 and 3 are planned by teachers and SEN Co. These are monitored and evaluated at meetings involving teams of teaching assistants, class teachers and SEN Co. • The SEN Co attends all weekly staff meetings where staff are updated on any issues pertaining to special educational needs and disability.
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.</p>	<ul style="list-style-type: none"> • St Mary's School values activities outside the classroom and these are linked to many curriculum areas. All staff makes every effort to include every child in all extracurricular activities and school trips. • Risk assessments will take into account the needs of pupils with an identified SEN or additional need.

			<ul style="list-style-type: none"> • Parents may be asked to meet with school staff to plan appropriate support where necessary.
9	How accessible is the setting/school environment?	Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	<ul style="list-style-type: none"> • All buildings in school are fully wheelchair accessible. • St Mary's School has a wet room containing a toilet for the disabled and specialist hoist equipment. • Consideration would be given to the need for any additional facilities to be installed should the need arise. • Where parents /carers first language is not English, the school may be able to access support with translation from the local community or Local Authority.
10	How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?	We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move onto.	<ul style="list-style-type: none"> • Information booklets are provided for children and parents on transfer to new classes / new schools. • Individual pupils have a 'passport' or 'profile' which informs temporary / new staff about their individual needs. • The SEN Co SEND will work with parents as well as visiting pre-school or new school settings when children transfer into and out

			<p>of school.</p> <ul style="list-style-type: none"> • A comprehensive transition programme is in place for secondary transfer and includes visits and a support programme. • When pupils transfer to new school settings all pupil information is passed on efficiently.
11	How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?	Budgets are closely monitored and aligned to the school improvement plan of the school.	<ul style="list-style-type: none"> • At present St Mary's CE School receives funding to support children with SEN. The school's budget is used to provide the wide range of support outlined above. Your child will have access to this support according to their needs. Support for pupils with the highest level of need will be outlined in Statements of Special Educational Needs or Education Health Care Plans. • For those with lower levels of need information from parents, other professionals and school staff will be used to plan support, which will be paid for by the school. • SEND finance arrangements are a regular agenda item at Governor Meetings.
12	How is the decision made about what type and how much support my child/young person will receive?	Quality First inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for	<ul style="list-style-type: none"> • There are termly staff training sessions, as well as regular conversations, about 'quality first teaching' in classrooms. • Progress meetings are held at least termly

		<p>impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.</p>	<p>with class teacher, support staff and SEN Co. These meetings will identify individual needs and review the effectiveness of any support in place.</p> <ul style="list-style-type: none"> • Learning outcomes and the details of the intervention are recorded and monitored by class teacher and SEN Co. Class teachers monitor the effectiveness of support on a day to day basis. Parents are informed if support is in place. • The SENCO writes a termly report to Governors reviewing school provision for pupils with SEND.
13	<p>How are parents involved in the setting /school? How can I be involved?</p>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person’s learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. We host regular parent focus groups in order to listen to any parental concerns. Our Governing Body includes Parent Governors/representatives.</p>	<ul style="list-style-type: none"> • At the start and end of each day parents will be able to access the teacher on the playground. • There is an active PTA involved in the life of the school. • Tea and Chat sessions /‘Time Out for Dads’ / parent involvement – see Question 4 above. • There is Parent/Governor representation.
14	<p>What arrangements does the setting/school</p>	<p>In addition to our notice board and updating our staff regularly, we have named person who will</p>	<ul style="list-style-type: none"> • Initially, parents should contact their child’s class teacher to discuss any concerns. General

	have in place for signposting me to external agencies such as voluntary organisations?	support family's access services through the Local Offer. An appointment with this persona and the SENCo jointly can be obtained by contacting your child's class teacher in the first instance.	information is placed on school noticeboard and on a display in Reception area. Information pertaining to additional needs is also posted on the school website. <ul style="list-style-type: none">• The SEN Co, Deputy Head teacher and Head Teacher will have information about all children with SEN or additional needs and are available to meet with parents.• The SEN Co is available to meet with parents on Monday afternoon and has information about an extensive range of services available to support families.• To ensure the best possible provision and support for children we like to include parents and staff working together in partnership. Communication between our school and parents is vital and we value your opinions and aim to address your concerns.
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