



Special Educational Needs and Disability Information Report

Our mission statement

At St Mary's we aim to provide an inspiring, enjoyable educational experience where all children can develop their talents, whether academic, creative or sporting. Our school is a place where everyone is treated equally, encouraged and respected. We are committed to our school being a safe and inclusive place where learning is nurtured and confidence and self-esteem is grown in a happy, caring and stimulating environment. Ultimately, we want our pupils to develop a love of learning for life.

These aims include all of the children in our school with SEND.

What kinds of needs can be supported at our school?

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for further schooling at 11.

Who can I talk to about my child's needs?

- Class teacher
- Head of Learning Support
- Deputy Head Teacher
- Head Teacher

How are children's needs identified?

All children are different so at St Mary's school we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life.

How are children's needs identified before they start our school?

Children attend 'taster days' and we speak to staff at their current setting to establish any difficulties they may have so we can plan for their needs and ensure that if there is a place for them they settle into our school happily and make good progress in lessons. We continue to ensure needs are identified through:

- Parent information meetings
- Personalised Learning Plans (PLP's)

How are children's needs identified whilst children are at our school?

- Observations from staff

- By talking to children
- Parent consultation meetings and having a general open door policy
- Regular assessment
- Circle time
- Feed back in books
- Learning support meetings

Teacher assessments

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collated for each pupil termly in order to ensure that all pupils are making good progress. Regular formal assessment is also carried out to back up teacher assessment.

Behaviour is also noted to see if patterns occur where appropriate.

How do we work in partnership with parents of children with additional needs?

We try and work closely with all our parents to ensure that all pupils are happy and make progress. In addition to, this parents of children with additional needs will have additional meetings or informal discussions with class teachers or the Head of Learning Support.

Parents will be provided with copies of PLP's as they are updated after each meeting.

How do we enable children with additional needs to make decisions about their education?

We encourage all children to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher through:

- Asking questions in lessons
- Asking questions in books
- Target setting
- Peer assessment

Children receiving Learning Support

In addition to regular classroom intervention and small group support some children may be withdrawn for 1:1 support. Parents will be informed that their child is receiving additional small group support and the learning support team will liaise with the subject teacher. 1:1 teachers will be available to communicate with parents as to the content and progress of the sessions.

Additional support can also be provided through targeted online provision.

How do we help children when they move to our school?

Before they move we try to find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to visit the school and spend a day in their new class so they know what to expect.

How do we help children when they move to another school?

Whenever a child moves to another school we always pass on school records to the new school. If a child has additional needs we also

- Pass on SEND records including the pupil passports and any reports we have on the child.
- Liaise with the SENDCO or class teacher of the new school to clarify any information.

How do we help children when moving through our school?

- Information will be passed on to the new form teacher at the end of the academic year.
- Moving up morning gives an opportunity to meet the new form teacher and learn about how their new form will operate.
- Transition files ensure that all staff are aware of the needs of all children. PLP's are available to all staff who teach the child and children with additional needs are discussed during every INSET meeting.

How are adaptations made to the school to help children with SEN?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs
- We run a range of interventions to support learning

What skills and training to our staff have?

Staff Members	Training Completed
All Teaching staff, Teaching Assistants and 1:1 Learning support staff	Are trained in the requirements of: The SEN code of practice The Equality Act All general school policies on teaching and learning and behaviour management include information on children with SEND Safeguarding Vulnerable children
1:1 Learning support staff	OCR 5 diplomas in teaching children with specific learning difficulties Maths support training
Head of Learning Support	OCR 5 and OCR 7 diploma (specialist teacher and assessor) ASD training Maths support training

Does the school work with other agencies/services?

The school works with lots of different agencies and professionals to support children's needs. These are a few we work with regularly:

- Speech and language therapy service
- Occupational Therapy service

- Physiotherapy service
- PCAMHS
- Specialist assessors for SpLD
- Play therapists
- Educational Psychologists

How do we support the emotional and social development of all of our children?

The schools behaviour policy can be found on the website.

We also teach children to help them socially and emotionally in the following lessons

- PSHCE lessons
- Circle time
- Assemblies
- Small group interventions where applicable

If necessary we also support children's social and emotional development on an individual basis and will refer to PCAMHS if necessary. We use AS Tracking 'Steer' to assess whether a child may need support and will have conversations with parents as soon as we have any concerns.

How do we know our provision is effective?

Monitoring progress is an integral part of teaching and learning. We follow the 'assess, plan, do review' model and ensure parents/carers and children are involved in the process. Where possible a baseline assessment will usually be recorded which can be used to compare the impact of the provision.

The Head of Learning support reviews impact data of interventions to ensure we use interventions that work. This is recorded on SIMS or within the online programmes.

Progress data of all learners is collated by the whole school and monitored by teachers, assessment leaders and Senior Management Team.

What do I do if I am concerned about the quality or effectiveness of support my child is getting?

Please contact the school in this order:

- Class teacher
- Head of Learning Support
- Deputy or Head Teacher
- Cognita (via the complaints procedure found on the school website)

Where can I find information on the local authority local offer?

[Oxfordshire Local Offer](#)

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