

This page is the [Local offer for St Mary's Catholic Primary School in Hounslow](#)

September 2016

Under the Children and Families Bill which becomes law in 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 Local Offer. The intention of the Local Offer 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".

SCHOOL NAME:	St Mary's Catholic Primary School , Isleworth	
TYPE OF SCHOOL:	Mainstream	Primary
ACCESSIBILITY:	Currently the Main building and Early Years building are wheelchair Accessible	YES with the use of ramps. New building being built 2016-17 will have lifts where needed.
	The temporary hut for Y3 and Y4 has access for wheelchairs to the ground floor only.	
	Auditory/Visual enhancements	Auditory- YES
	Other Adaptions:	NONE
	<p><b>QUALITY FIRST TEACHING:</b> 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 things, or writing using writing frames or motivational aids etc.</p> <p><b>WHO CAN GET THIS SUPPORT?</b> All pupils</p> <p><b>SPECIFIC GROUP WORK:</b> 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 &amp; 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 after wards 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> <p>&gt; Small group phonics sessions                      &gt; Springboard maths</p>	

	<p>&gt; Numbers Count <span style="float: right;">&gt;Wave 3 Reading</span></p> <p>&gt; One to one tuition <span style="float: right;">&gt; Booster classes (Y6)</span></p> <p><b>WHO CAN GET THIS SUPPORT?</b> Any child assessed by the class teacher as needing a brief programme of intervention in a specific area.</p> <p><b>ADDITIONAL SUPPORT:</b> 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><b>WHO CAN GET THIS SUPPORT?</b> Children on the Additional Needs Register</p> <p><b>SPECIFIC INDIVIDUAL SUPPORT FROM OUTSIDE AGENCIES:</b> The school may suggest that your child needs some agreed individual assessment in school. Each term a Multi-Professional Planning Meeting (MPPM) is held in school to seek advice for individual pupils. These pupils may then receive support from agencies outside of the school; e.g. Behaviour support, Educational Psychologist etc. They will tell you how the support will be used and what strategies will be put in place.</p> <p><b>WHO CAN GET THIS SUPPORT?</b> Children on the Additional Needs Register who have been discussed at a termly MPPM (or in some rare cases discussed directly with a Hounslow Early Intervention Service professional allocated to the school) and the referral has been accepted. 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>Additionally, direct referrals can be made to the Speech and Language Therapy Service (In Year groups Nursery, Reception, Y2 and Y5 currently) and the Occupational Therapy Service (all year groups).</p> <p><b>SPECIFIC INDIVIDUAL HIGH LEVEL SUPPORT:</b> 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>
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	<p><b>WHO CAN GET THIS SUPPORT?</b> Children with an Education and Health Care Plan (EHCP)/Statement of Special Needs</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 to provide the support at a level that does not involve further funding. Your child remains on the school Additional Needs Register and their progress will continue to be reviewed by the school and any other agencies involved.</p>										
<p>SUPPORT FOR CHILDREN'S OVERALL WELL-BEING &amp; 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 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>										
<p>POLICIES:</p>	<p>Are the schools policies available on its website for:</p>	<table border="1"> <tr> <td>SEN</td> <td>YES</td> </tr> <tr> <td>CHILD PROTECTION</td> <td>YES</td> </tr> <tr> <td>BEHAVIOUR</td> <td>YES</td> </tr> <tr> <td>EQUALITY &amp; DIVERSITY</td> <td>YES</td> </tr> </table>	SEN	YES	CHILD PROTECTION	YES	BEHAVIOUR	YES	EQUALITY & DIVERSITY	YES	<p>Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</p> <p>YES</p>
SEN	YES										
CHILD PROTECTION	YES										
BEHAVIOUR	YES										
EQUALITY & DIVERSITY	YES										
<p>RANGE OF PROVISION:</p>	<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>Two permanent (and one temporary) Disabled toilets are on site</p> <p>Ramps are available for accessing all areas (except first floor of temporary hut).</p> <p>New build extension (from 2017) will have wheelchair access and lifts.</p> <p>We have access to speech and language therapy and specialist</p>										

	<p>teachers via the local authority.</p> <p>We also have access to Behaviour Support, Learning Support, Educational Psychologist advice, School Nursing Services and mental health support services –all via the local authority.</p> <hr/> <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>INCLUSION:</p>	<p>Lessons are as inclusive as possible, with adjustments made depending on need.</p> <p>We try to ensure that 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> <hr/> <p>What proportion of children currently at the school have an SEND?</p> <p>6 % September 2016</p>
<p>PARENT SUPPORT INVOLVEMENT/LIAISON:</p>	<p>Parents of pupils on the Additional Needs Register including those with an EHCP/Statement of Special Needs get 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> <hr/> <p><b>TRANSITION:</b> How will the school prepare children with an SEND to join their next setting/school/ stage of education?</p>

	<p>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 &amp; Play sessions; Meet your New Teacher/Classroom day/ meetings with KS3 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:  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>
<p>COMPLETED BY:</p>	<p>Jane Winchester- SENDCo</p>
<p>DATE COMPLETED:</p>	<p>September 2016</p>
<p>UPDATE:</p>	<p>(due September 2017)</p>