



SEN Information Report 2016 – 2017 – The Marist Catholic Primary School

1. What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, visual impairment, sensory processing difficulties, cerebral palsy.
- Communication and Interaction – autistic spectrum condition, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder, oppositional defiance disorder.

- Our SENCo has 11 years' experience in the field of SEND and has completed her Masters in SEN.

- Our team of 16 special needs assistants have extensive experience and training in planning, delivering and assessing intervention programmes.

- All our staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or schools, as well as from our SENCo or other staff with relevant expertise.

- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children.

- The school works closely with other local schools, sharing training opportunities including INSET days and outside experts.

- The SENCo is part of the senior leadership team and regularly updates the SLT team on the progress of all SEN children and the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of all our children.

- our school's Accessibility Plan, available on this website outlines adaptations made to the building to meet particular needs and enhance learning.

2. What are school's policies with regard to the identification and assessment of children with SEN?

Our school's Assessment Policy (which is available in school) outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.



- widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to Secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCo would gather information about incidents occurring, at what time of day, during which lessons and may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

Parents are always informed if school staff consider that their child has an additional need and parents are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At The Marist a range of specific, more specialised tests are used (usually by the SENCo) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension Test
- British Picture Vocabulary Scale (BPVS)
- Phonological Assessment Battery (PhAB)
- Wellcomm Assessment
- Diagnostic test of Word Reading Processes
- Assessment file-Reading, Spelling, Handwriting.
- Sandwell test
- Dyscalculia Assessment

In addition, school commissions the services of outside agencies, including; Learning and Language Support, Behaviour Support, Educational Psychologists, Physical and Sensory Support, CAMHS. All these agencies will carry out appropriate assessments with individuals where appropriate.

3. What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SEN?

- use of a provision map to measure progress and achievement
- evaluation of Individual Support Plans 3x yearly
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEN across the school part of whole school tracking of children's progress in terms of National Curriculum levels of attainment – 3x yearly pupil progress meetings
- monitoring by SENCo



b) What are our arrangements for assessing and reviewing the progress of children with SEN?

- our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school
- evaluation of Individual Support Plans 3x yearly
- tracking of pupil progress in terms of National Curriculum levels – 3x yearly
- a cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with our Educational Psychology service, Behaviour Support and Learning and Language Support.
- an Annual Review is held for children holding Statements of Special Educational Needs or Education and Health Care Plans; interim reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the SENCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets
- when assessing children with SEN , consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- initial concerns about a child's progress are discussed with the SENCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

c) What is our approach to teaching pupils with SEN?

- the fundamental aim of our school and the very reason for our existence, is to enable each child to be all that they can be – to embrace and fulfil their unique potential.
- unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. All staff are fully aware of our Wave 1 Provision, first class quality teaching provided for all children. A copy of our Waves of provision can be found on our website.
- provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND



- a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements

- children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively

- at The Marist, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCo, teacher assessment or assessments from outside agencies. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

- we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset without the need for disapplication. Teachers plan enough time for the satisfactory completion of tasks; provide laptops for children to complete writing tasks on where appropriate, plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

d) How do we adapt the curriculum and learning environment?

- the curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.

- school always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of brain breaks, sensory cushions, weighted cushions for children with sensory issues).

- we endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, reading rulers, writing on whiteboards written in alternate colours, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities



- we endeavour to ensure that all classrooms are ASD friendly including use of visual timetables, personalised timetables, now and next boards, prompt/sequence cards as necessary, quiet work stations, areas of retreat, pictorially labelled resources. We also have a sensory room where children can go when required.

- we endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary which is sent home to parents at the beginning of each term.

- small group rooms are available in both key stages to provide quiet work areas for 1:1 or small group work

e) What additional support for learning is available for children with SEN?

- there are currently 401 on roll, 37 of which are on our SEN register. We have 16 special needs assistants employed in school. Some of our SNA's are deployed in classes to support children on a 1:1 or small group basis and many are also trained in delivering specialists interventions to individuals or small groups.

- we follow the Code of Practice for SEN

- we teach a differentiated curriculum to ensure that the needs of all children are met

- we implement individual support plans with s.m.a.r.t. targets

- a large number of intervention programmes are in place for children who require additional support, these include Better Reading Partnership, Phonics Groups, Fisher Family Trust Wave 3 Literacy, First Class @ number and First Class @ number 2, Success at Arithmetic, Word Wasp and small group support for children with English as an Additional Language.

- individual laptops are used for children with recording needs employing programmes such as 'Clicker 7' to support recording across the curriculum

- for children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, physical and sensory support. Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home

- specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays, sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised visual timetables or now and next boards.

f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?

- all co-curricular activities are available to all our children

- before and after school care is available to all our children

- residential trips from year 4 are available to all children



g) What support is available for improving the emotional and social development of children with SEN?

- specialist advice from Freemantles outreach team
- specialist advice from our Educational Psychologist – Sue Thompson
- specialist advice from colleagues at CAMHS
- areas designated for ‘quiet retreat’ within or outside the classroom in our sensory room.
- we have a trained ELSA.
- assessment tools and intervention programmes, including ELSA, SEALS materials, Time to Talk, Socially Speaking.

4. What is the name of the SENCo and contact details for the SENCo?

Our SENCo is Mrs Amelia Rusbridge (01932 344477 arusbridge@marist.surrey.sch.uk) who is available on Monday and Wednesday mornings and all day on a Tuesday and a Thursday.

5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

- our SENCo has 11 years’ experience in this role, is a trained teacher and has a Masters degree in SEN.
- school employs a team of 16 SNAs who are trained to deliver a range of interventions on a small group and 1:1 basis, including; Better Reading Partnership, Phonics Groups, Fisher Family Trust Wave 3 Literacy, First Class @ number and First Class @ number 2, Success at Arithmetic, Word Wasp and small group support for children with English as an Additional Language.
- 5 members of staff are trained First Aiders
- staff are trained at least bi-annually by the School Health Team with regard to asthma, epilepsy, diabetes and anaphylaxis
- The SENCo ensures that all members of staff are provided with the relevant training at the beginning of each year to support the children in their class with additional needs, this may include training on visual and hearing impairment form physical and sensory support and training from Freemantles outreach, a local Autistic school.
- as specific needs arise the SENCo approaches specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology, Behaviour Support, learning and Language Support, Speech and Language Therapy) to seek advice about raising awareness of the specific type of SEN. To enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately) more specific training may be sought through specialist agencies.



- general support and advice from SENCo - e.g. with regard to the implementation of specific programmes, creation and monitoring of Individual Support Plans, tracking of children with SEN
- particular support is given to new members of staff.
- our Special Educational Needs Co-ordinator attends 'Special Educational Needs Co-ordinator Cluster Meetings' throughout the year funded by the L.A. organised to support Special Educational Needs Co-ordinators in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.
- at the close of each school year teachers hold meetings with the class's next teacher to discuss SEN information in preparation for the following year.
- The SENCo is part of the senior leadership team and regularly updates the SLT team on the progress of all SEN children and the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of all our children.
- our SENCo organises training on a needs basis and also staff may request specific training.

6. How is equipment and facilities to support children with SEN secured?

- through discussion with specialist agencies involved
- through discussion with parents
- through discussion with our Head teacher
- equipment and facilities to support children with SEN are non-negotiable at our school; whatever our children with SEN require, within reason they get e.g. an area of quiet retreat for a child with a diagnosis of ASD; provision of coloured overlays for children with Specific Learning Difficulties, provision of equipment e.g. sensory cushion and implementation of strategies e.g. brain breaks for children with sensory issues
- we regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future. We have full access for wheel chair users, including ramps, disabled toilets and a disabled lift.
- our school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet particular needs and enhance learning.

7. What are the arrangements for consulting parents of children with SEN about and involving such parents in the education of their child?

- throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents.
- parents are invited to Individual Support Plan meetings on a termly basis – ISPs are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting



- our parents appreciate the 'open door' policy whereby the SENCo is easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child
- progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations
- progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings.
- the progress of children holding a Statement of SEN or EHCP is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to secondary school is considered with discussion involving parents and the LA. At Y6 annual reviews the SENCo of the receiving secondary school is usually invited to attend.
- parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.

8. What are the arrangements for consulting children with SEN about and involving them in their education?

- ISP targets are discussed with children
- children's self evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their NC levels and the challenging targets set to support their development
- All SEN children have completed a 'one page profile' which outlines what is important to them, how they learn and how best to support them. These are used by all teachers to ensure that individual needs are met.

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?

- It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:
 - the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved,
 - the complaint is dealt with by the SENCo. If there is still no resolution
 - the Head teacher should become actively involved



- if the matter is still not resolved, the complainant **must** put their complaint **in writing** to the Chair of Governors
- the Governing Body will deal with the matter through their agreed complaint resolution procedures
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service, Physical and Sensory Support, Behaviour Support and Learning and Language Support.

- the speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children

- school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.

-school requests support from CAMHS for children with mental health issues when appropriate.

- All children are visited by our Early Years Team and SENco, if appropriate in the summer term prior to them starting school.

- the Local Authority's Early Help procedures are adhered to by school whereby help is offered to children and families before any problems are apparent and when low level problems emerge.

- the Education, Health and Care planning process which will be implemented for all statemented children, according to Surrey's time scale will mean that there will be more holistic support around children and their families.

-Every local authority has to make arrangements for an information advice and support service in their area. In Surrey this is called SSENDIASS (Surrey Special Educational Needs and Disability Information Advice and Support Service). This service provides impartial, confidential and free support to empower parents, children and young people to:

- fully participate in discussions and make informed decisions
- express their views and wishes about education and future aspirations
- promote independence and self advocacy
- develop positive relationships with schools, colleges, universities, the local authority and support services to achieve positive outcomes.

Our services include:



- Telephone support provided by SEND trained advisors
- Face to face support by trained advisors and volunteers
- Community support through workshops provided at local venues, offering a variety of training and surgery sessions as well as an annual conference. These are sometimes held in partnership with other organisations.

Further information on this service and what else Surrey has to offer can be found on Surrey's local offer website <https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page>