



The Marist Catholic Primary School

	Questions	School Response	
1	<p>How does the setting / school / college 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>	<ul style="list-style-type: none"> ❖ We ensure that we track the progress of every child and so can quickly pick up on any issues in all areas of the curriculum. ❖ Half-termly meetings held with the Head teacher, Data and Assessment Leader, Inclusion Leader and class teacher identify all children that have not made adequate progress that half term and measures are put in place to support those children to make the levels of progress that we would expect of them as individual learners. ❖ If you are worried that your child may have special educational needs you are encouraged to speak to the Class Teacher or to our Inclusion Leader about any concerns you might have- equally, if we are concerned, we will contact you. ❖ The school has a robust system for teachers who are concerned about a child to refer the child to the Inclusion Leader who will work with the class teacher, external agencies and with you to identify any issues and deal with them as quickly and effectively as possible. ❖ All staff receive regular training on how to support children with a variety of needs and our Wave 1 provision (please see our Intervention Strategies) includes a range of strategies that are in place in every classroom to support all children but will enhance the learning of those with SEN. 	
2	<p>How will early years</p>	<ul style="list-style-type: none"> ❖ High quality first class teaching is our aim in every classroom. We have 	

	<p>setting / school / college staff support my child/young person?</p>	<p>three clear waves of intervention (see separate document). Wave 1 is what is available to everyone and is updated and monitored regularly by the schools SENco.</p> <ul style="list-style-type: none"> ❖ The Marist operates a number of interventions in each year group to support children where extra support is needed. ❖ In each year group there is at least one intervention group available to support those that are struggling with Literacy or Numeracy. ❖ There are also groups available to support those that struggle socially. ❖ All staff running the groups receive appropriate training to run the group effectively and all the groups are monitored by the Inclusion Leader to ensure that they are well run and successful. ❖ When a child takes part in an intervention you are informed and given an explanation of the intervention and what we hope your child will achieve as a result of being part of the group. ❖ The impact of each intervention is reviewed regularly and if it is felt that the group is not having the expected impact on the children’s learning and development then the group is changed in order that the children’s needs are adequately met. ❖ The governing body are responsible for overseeing the schools’ provision for children with SEN. ❖ The Inclusion leader reports to the governing body on the progress of all children with SEN and the impact of all interventions and Governors are also updated each half term by the Headteacher. We also have a Link Governor who has a specific focus on SEN provision at The Marist. 	
<p>3</p>	<p>How will the curriculum be matched to my child’s/young person’s needs?</p>	<ul style="list-style-type: none"> ❖ All our teachers are clear on the expectations of Wave 1 provision and this is monitored regularly by the leadership team. ❖ Lessons are clearly differentiated to meet the needs of individuals and all children have targets for Literacy, Numeracy, Science and RE that are at the required level and are reviewed regularly. 	

		<ul style="list-style-type: none"> ❖ For those pupils that require additional support above differentiated learning they will be given an individual support plan. This details SMART targets specific to the child's needs and what support will be given in order to meet those needs. ❖ Every child who is on the Code of Practice has an Individual support plan (ISP). These are reviewed termly and parents are invited to be part of this process, meeting with the Inclusion Leader, class teacher and other relevant staff members to discuss the child's progress against their objectives and to set new targets as appropriate. 	
4	<p>How will both you and 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>	<ul style="list-style-type: none"> ❖ We know how your child is doing because we will be monitoring and tracking their progress throughout the year as described above. ❖ You will receive regular updates on your child's progress as set out below but you are always able to make an appointment to see the class teacher to discuss progress either quickly on the playground at the end of school or by making an appointment via the school office. ❖ Parent evenings are held in the Autumn and Spring terms giving you an opportunity to discuss the progress and next steps for your child. At these meetings you will be given where your child is in relation to meeting the end of year expectations and their next steps. ❖ Once a month we hold an open afternoon where parents are invited to come in to class and look at their child's work. ❖ Parents receive a curriculum web at the beginning of each term which details what the children will be learning in each area of the curriculum and updates on what is happening in the life of the school are detailed in weekly and monthly newsletters. ❖ We hold a number of curriculum evenings/learning events throughout the year for our parents, where you can find out how you can best support your child in different areas of the curriculum, in particular in maths, reading, phonics, writing and e-safety. 	

		<ul style="list-style-type: none"> ❖ If your child has special educational needs you will also be part of their termly progress meetings as described above. 	
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> ❖ All of our staff are focussed on the wellbeing of every child in the school – we endeavour to put the needs of the child first in everything we do. ❖ Relevant staff are trained to support medical needs and in some cases all staff receive training. All children with allergies/additional needs have a health care plan that details the care/support they need. ❖ Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff and shared with the children who help to formulate the policy through our Pupil Voice. ❖ We work towards all our children being “Marist Learners” a set of learning principles that applies throughout the School and through which we identify what learning and behaviour should look like in each year group. This is part and parcel of our focus on attitudes and development, looking at a child's attitude towards learning, their relationships with others (peers and adults), their behaviour and their independence. ❖ There is a ‘Marist Learner’ focus each fortnight of the School year and this is shared with parents through the weekly newsletter, The Marist Mail, to encourage parents to support their child in their learning. ❖ We monitor punctuality and attendance on a daily basis and take the necessary actions to prevent prolonged unauthorised absence. 	

6	What specialist services and expertise are available at or accessed by the setting / school / college?	<ul style="list-style-type: none">❖ All our class teachers hold Qualified Teacher Status and all of our staff receive regular training around different areas of special educational needs.❖ We work closely with a number of external agencies, including:<ul style="list-style-type: none">○ Educational Psychologists,○ Learning and Language Support,○ Behaviour Support,○ Occupational Therapy○ Speech and Language Therapy,○ Freemantles Outreach (working with children on the autistic spectrum),○ Physical and Sensory Support, and○ CAMHSand will call on these agencies for support with individual children when required.❖ Targets set by external agencies are reviewed regularly to check that they have the required impact on the children's learning and development and are amended as needed.	
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7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> ❖ Our Inclusion Leader has a Masters degree in Education, specialising in different areas of SEN and is a qualified teacher. ❖ We have three dedicated Special Needs assistants who work across the school and a number who work with individual children. All have received a variety of training on different areas of SEN including working with children on the autistic spectrum. ❖ Those staff that work with individual SEND children on a daily basis all receive training in the specific area of need for that child. ❖ We regularly invest time and money in our staff to improve Wave 1 provision delivery and develop enhanced skills and knowledge of Wave 2 and Wave 3 interventions (see our Interventions Strategies Information). ❖ All staff delivering the Wave 2 and Wave 3 interventions have attended the relevant courses to enable them to do this. ❖ We are always looking for new interventions that can be added to our already comprehensive list in order to ensure that all children's individual needs are met. ❖ All staff receive regular training in different areas of SEN and the Inclusion Leader monitors that training is implemented in the classroom and monitors additional training in SEN required for individual or all staff. 	
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> ❖ Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. ❖ The individual needs of every child are taken into account in the planning of all trips and appropriate staffing levels are always maintained. ❖ Before any school trip is organised all teaching staff attending that trip will visit the venue and complete a risk assessment. ❖ Any concerns over safety for individuals will be discussed with parents and steps will be put in place to ensure that all children will be able to attend, will be safe and will get the most out of the trip. 	

9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> ❖ The Marist is a new build school and is fully accessible for all children and adults, including those in a wheelchair. ❖ We have a disabled toilet both downstairs and upstairs and we have a lift so that all children can access both floors. ❖ We have ramps to access the building and a dedicated disabled parking space for use whenever necessary. 	
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	<ul style="list-style-type: none"> ❖ When joining The Marist in Early Years (our Reception class), we have a full induction programme: <ul style="list-style-type: none"> ○ We have good relationships with our nurseries and all our children are visited at nursery (or at home) before starting Reception by the Early Years Leader or other Reception class teacher. ○ The inclusion leader also visits individual children when it is thought that this is necessary. ○ All children receive a starting school book, which includes photos of the classrooms, key places in the school and key staff. ○ All children have the opportunity to come in to school on at least four occasions in the summer term preceding their September start to experience the classroom and meet their teachers and new friends. This also gives parents an opportunity to meet each other and find out as much as possible about the school before the September start. ❖ We complete a transition photo book for children who we feel this would be helpful for at the end of each year for their new class. ❖ At the top end of the school, we ensure that our Year 6 Leavers are well prepared for the transition to secondary. We have very good relationships with our main feeder secondary school (St John the Baptist) and our teachers meet with the Year 7 staff in the Summer term before the children transfer to discuss the needs of each individual child and what support will need to be in place to help them settle quickly. 	

		<ul style="list-style-type: none"> ❖ Similarly, we work as closely as we can with any other secondary school that our children may be moving on to. ❖ All the Year 6 children work in class in the last term on how to cope with the transition and we will complete individual transition programmes with any children who we feel will find the transition to secondary difficult in order to make the process as smooth as possible. 	
11	<p>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</p>	<ul style="list-style-type: none"> ❖ The Inclusion Leader and Headteacher complete a whole school costed provision map at the beginning of each year which details the support that every child deemed to require extra support will receive in order to ensure that their needs are adequately met. ❖ Throughout the year individual needs are reviewed and the level/type of support is adapted wherever necessary to meet those needs. ❖ Individual provision maps are written for all children with an EHCP/Statement. 	
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<ul style="list-style-type: none"> ❖ Half-termly pupil progress meetings will highlight the children who may benefit from additional support or intervention programmes. ❖ Wave 1 teaching is clearly defined in our setting and we expect all staff to deliver this. ❖ Should we feel that a child requires additional support, this is undertaken after consultation with the relevant staff and with you. ❖ All of our interventions are monitored for impact and are adapted if it is not felt that they are having the required impact on children's learning. ❖ The Inclusion Leader oversees all additional support and regularly shares updates with all staff and governors. 	
13	<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<ul style="list-style-type: none"> ❖ We welcome involvement from parents as we feel it benefits their child's education. We aim to work with our parents to support their child's learning at home and are happy to help and support in any way we can. ❖ We operate an open door policy and parents are encouraged to come and 	

		<p>discuss any concerns that they have about their child’s welfare or education with the class teacher, Inclusion Leader or Headteacher as appropriate.</p> <ul style="list-style-type: none"> ❖ Topic webs are sent home half-termly, outlining what children will be learning in each subject area. ❖ Weekly and termly Newsletters keep our whole community up to date with what the children are doing and how you can help and support your child in their learning. ❖ We use Parent Voice to gather the views and suggestions of our parents via a series of questionnaires and small working groups on specific issues. ❖ Our Governing Body includes two Parent Governors. ❖ Most important of all we are very pleased to welcome parent volunteers to come in and help in school, either on a regular or one off basis. We have regular parent readers and parents who come in to help with cooking or art and regularly invite parents for special curriculum days, perhaps to talk about their jobs or show children their hobbies. We also ask for help on educational visits. All parents that come in to school or help on trips must have a DBS check and sign our volunteer agreement. 	
14	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> ❖ Our school office will be able to answer any queries or to pass on any questions to the appropriate member of staff. ❖ Contact us by: <ul style="list-style-type: none"> ○ phone: 01932 344477 ○ email: info@marist.surrey.sch.uk ❖ For any further information you may wish to contact one of the following: <ul style="list-style-type: none"> ○ Mrs Amelia Rusbridge - Inclusion Leader: arusbridge@marist.surrey.sch.uk ○ Mrs Kate Licence - Head teacher: head@marist.surrey.sch.uk 	