



St. Mary's Bryanston Square School

Policy for children with Special Educational Needs and Disabilities

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IS THIS WORKING ?

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St Mary's Bryanston Square School Offer

PURPOSE

St.Mary's School Value Statement:

Are values are based around the command to 'Love your neighbour as yourself', and this underpins all our practices and procedures at St Mary's.

1.What are Special Educational Needs ?

i) Definition of Special Education Needs

The Code of Practice 2014 quotes the 1996 Education Act :

Children have special educational needs if they have a learning difficulty which calls for special provision to be made for them over and above the expected levels of differentiation within the class.

Children have a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of children of the same age;
or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the areas of the local educational authority
- c. Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made available for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

(ii)Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

2. St Mary's School Principles for Special Educational Needs and Disabilities (SEND).

At St Mary's Primary School we believe that:

- the needs of all pupils should be met within an inclusive , safe , secure and positive environment
- all pupils have a right to positive self esteem and high self worth
- individual needs and learning styles are respected
- all pupils should have the opportunity to achieve the best possible educational and other outcomes
- all pupils should take an active part in the wider life of the school
- all pupils should be involved in the decision making about their learning needs where possible
- parents have a vital role to play and are encouraged to work in partnership to meet the needs of their child
- all staff should have information and continued professional development to enable them successfully to meet needs of pupils with SEN
- the needs of all pupils with SEN are met within the school environment unless the effective education and safety of others is compromised

Aims and objectives:

Through the implementation of this policy we aim to:

make sure that our all of our pupils make the best possible progress

- identify, as early as possible , those pupils whose needs are additional to or different from their peers
- focus on inclusive practice and removing barriers to learning
- provide appropriate high quality support to meet those needs in collaboration with health and social care
- promote individual success and positive self esteem
- ensure that pupils with special educational needs make expected progress
- enable successful transition between classes and key stages

We achieve these aims by:

- providing high quality classroom teaching which meets the needs of pupils
- ensuring a consistent approach across the school
- having high expectations and setting Specific, Measurable, Achievable , Realistic Targets for individuals in consultation with pupils, parents and all staff involved
- planning to meet specific needs by deploying teaching approaches and resources effectively
- tracking progress against agreed long and short term targets
- monitoring, evaluating and reviewing these targets against agreed success criteria
- creating a positive environment where differences are respected
- involving pupils in their learning
- working in partnership with parents
- encouraging peer support
- working with external agencies
- ensuring effective systems of communication and regular feed back between all parties involved
- developing staff knowledge and expertise.

PROCEDURES

3. Inclusion at St Mary's

At St. Mary's we celebrate difference and diversity. We treat all children equally whether they are boys or girls and whatever their ethnic origin, culture, faith, or social group. All children are equal whatever their medical or physical needs. Children defined by law as having "special educational needs" are seen as children who need additional help and support to access the curriculum and reach their full potential.

We are committed to high achievement for all pupils and every pupil having the opportunity to maximize their potential. We focus on a pupils strengths and abilities. We recognize that pupils have diverse needs. The curriculum is differentiated and personalized to meet the needs of the majority of pupils. We respond to the pupils' diverse needs by creating an effective learning environment with appropriate learning objectives based on the assessment of each individual child and the aim of addressing potential areas of difficulty. Class teachers have a wide range of teaching strategies to include all pupils in the curriculum .They aim to respond to different learning styles, encourage motivation and concentration, provide equality of opportunity and to overcome barriers to learning .

Some pupils need educational provision which is additional or different . As well as those with special educational needs, there are those who have additional needs. Such pupils include those who

experience social deprivation, social, emotional and behavioural difficulties or those from other vulnerable groups

As far as possible we aim to include all pupils in the learning environment when specialist help is brought to them. Through high quality teaching and support they can experience high quality learning. In some circumstances, if the quality of learning and safety of others is compromised, it may be necessary to provide strategies to support a pupil with severe difficulties outside of the classroom.

Our facilities in school include wheelchair access throughout the building , plus a toilet and medical room fitted with a hoist.

See also our inclusion Policy.

4. Admissions

At St Mary's children with special educational needs are admitted if they meet our admissions criteria. If they have an Education Health Care Plan, the LA will submit an application to the school for our consideration.

Each application is viewed against the background of the learning needs of the peer group, the capacity of the teaching staff to cater for the needs of all individuals within the class, and the potential for extra help that could be provided by the school, the LA and other agencies.

See also our Admissions Policy

5.IDENTIFICATION and ASSESSMENT

Identifying pupils with SEN

Throughout the school, ongoing, whole school assessment and attainment tracking procedures, alert staff, as early as possible, to any pupil who is experiencing difficulty with their learning and may therefore have special educational needs. There is a continuum of need, to which we implement a graduated response.

In the Foundation Stage, practitioners work closely with parents to build on and provide opportunities for all pupils to develop in the seven areas of learning: communication and interaction, physical development, personal social and emotional development, literacy, maths, understanding of the world, expressive arts and design.

The Practice Guidance for the Foundation Stage sets out what *most* children will have achieved by the end of the Foundation Stage from a planned approach to early education that integrates play and learning.

The National Curriculum, for Years 1 to 6 , sets out expectations for pupils achievement as they move through the school.

Assessing pupils with SEN

Individuals progress at different rates, have different strengths and different areas of need. Where a pupil has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders them from making use of the facilities in the setting, special educational provision is made.

Our whole school assessment and tracking procedures include:

- pupil progress meetings
- school transfer records
- Practice Guidance for the Foundation Stage

- Early Years Foundation Stage Profile assessments and observations
- Early Years Outcomes Guidance
- progress against P scales
- National Curriculum levels
- key word test using the words from the National Literacy Strategy – both reading and spelling
- observations
- initial and final intervention assessments
- running record using the Bench Mark Kit
- unaided writing sample
- initial sound names and phonemes if the child is in KS1/Y3
- ongoing formative teacher assessments and observations
- summative assessments eg SAT's

These assessments are supported by consultations with parents. Information may also be gathered from previous settings and/or outside agencies, with parental agreement.

Parental concerns about a child's performance, academic or behavioural, should initially be raised with the class teacher, who may then involve the SENCo, and/or Learning Mentor. Class teachers concerns are raised with the SENCo, Learning Mentor and /or parents. Information is gathered by the school in partnership with the parents. An Initial Concerns Form is used as a record of the discussion.

Further assessments and observations are carried out and areas of need are identified:

- Communication and Interaction- difficulties with speech , language and communication which may impede the development of social relationships and cause substantial barriers to learning
- Cognition and Learning- not making the expected progress in specific areas over time even with appropriate differentiation.
- Social, Emotional and Mental Health - emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite a programme of monitoring and intervention
- Sensory and/or Physical Needs- requiring additional equipment, advice or direct intervention from a specialist.

Consideration is given to individual learning styles, the learning environment and classroom organization, the tasks set and the teaching style.

6.Provision for pupils with SEN.

Our School Offer demonstrates the types of additional and different targeted and specialist provision available in addition to the usual classroom differentiated provision, provided as part of the usual curriculum.

(See Appendix:St Mary's Bryanston Square School Offer)

Consideration of whether special educational provision is required starts with desired outcomes, including expected progress and attainment and the views and wishes of the pupils and their parents.

This will help determine the support needed and whether it can be provided by adapting the school's core offer or whether something additional or different is needed.

Both the parents and the teacher are actively involved in working with the SENCO to devise an intervention or programme of support which should enable the pupil to make progress. This may include different teaching materials, a special program, different organization in the class, adult support, and/ or outside advice from professionals.

The SEN support will take the form of a four part cycle : assess, plan, implement and review. Specialists may be involved at any stage in the cycle.

The focus is on the impact of the provision and building upon strengths to enable the pupil to make the expected progress.

School staff collect observations and assessments to demonstrate the progress that has been made during an intervention.

Interventions are reviewed with pupils and parents.

The progress might :

- reduce the attainment gap between the pupil and peers
- prevent the attainment gap getting wider
- be similar to or greater than that of peers starting from the same baseline
- match or better a pupil's previous rate of progress
- ensure access to the full curriculum
- demonstrate an improvement in self help, social or personal skills
- demonstrate improvements in a pupil's behaviour

At the end of an intervention a decision will be made:

- to celebrate that the pupil has made satisfactory progress or better and therefore ceasing the provision
- to continue the provision with similar or different targets to enable satisfactory progress to be achieved
- with the evidence that progress is not satisfactory acknowledging that a different intervention or higher level of support needs to be considered

We use a RAG system(red, amber ,green) to assess the effectiveness of interventions

7.Monitoring and Assessment.

At St Mary's we monitor the progress and attainment of all pupils on a daily and weekly basis, using both ongoing and summative systems. Termly Pupil Progress meetings are held for each class to review the progress and provision made for all pupils.

8.Record Keeping

SEN files are maintained by the SENCo and include details of meetings, reports, interventions. Teachers keep an A-Z file for information that is specific to an individual, class assessments and tracking grids.

These are passed on to the next class teacher at the end of each school year.

9.Allocation of SEN provision:

The budget for SEN is reviewed and allocated annually by our Governing Body working with the Head Teacher.

The SENCO in consultation with the Head Teacher is responsible for the allocation of resources on a day to day basis to meet the aims and objectives of this policy. This includes the deployment of teaching assistants to work directly with pupils with SEN and the purchase of resources.

The SENCO works with class teachers to complete an audit of SEN needs and to map provision.

10.Education Health Care Plan (EHCP)

A very small number of pupils may have long term needs which require an Education Health Care Plan (EHC plan) to be drawn up between pupil, parents, education , health and social services.

A pupil may be brought to the LA's attention by a request for an assessment from the parents, the school or an outside agency. This is a 20 week process which secures support for children and young people between 0 and 25 years of age. This support is reviewed annually.

(See page 130 in the SEN Code of Practice 2014).

For more information regarding EHC plans please speak to our SENCO.

Westminster are currently implementing a rolling program, over a three year period, to replace current Statements of Special Educational Needs with EHC plans.

11. Working with Pupils and Parents.

Our partnership with pupils and their parents plays a key role in promoting co-operation between families, our school, our Local Authority and other agencies. We actively seek the involvement and support of parents in planning for and meeting the needs of pupils with SEN. This partnership is important in enabling all children and young people, including those with SEN, to achieve their potential.

We recognize that:

- parents hold key information and have a critical role to play in their children's education.
- they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them.
- the work of professionals can be more effective when parents are involved and account is taken of their wishes, feelings and perspectives on their children's development. It is therefore essential that all professionals, the school, local authority and other outside agencies, actively seek to work with pupils and parents and value the contribution that they make.
- all parents of children with special educational needs should be treated as partners. They should be supported so as to be able and empowered to:
 - recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
 - have knowledge of their child's entitlement within the SEN framework
 - make their views known about how their child is educated
 - have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Key principles in communicating and working in partnership with our parents include:

- positive attitudes to parents, user-friendly information and procedures and awareness of support needs are important
- there should be no presumption about what parents can or cannot do to support their children's learning
- all staff should bear in mind the pressures a parent may be under because of the child's needs

To make communications effective the school will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures
- ensure that parents are aware of how to access support in preparing their contributions
- ensure that , as far as possible , parents are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

Parental permission is always sought before making a referral for advice or support. Where parents do not wish to have their details passed on to third parties their wishes are respected.

Parents are welcome to make an appointment to meet a class teacher at any time during the school year.

Parents Evenings are held atleast twice a year for all parents to discuss their child's progress. Various 'information sharing' meetings are also held throughout the year. These are usually advertised in our weekly newsletter.

Our SENCO Learning Mentor work together to provide support and information to parents. The local Authority has a duty to make parent partnership services known to parents and schools. This consists of information, advice and guidance to all parents of children with any type of SEN. Parents are able to attain information on their rights and roles within the SEN process. More Information can be found in Westminster's Local Offer.

12. Partnerships with Support Agencies.

The LA provides specialist support, assessment and advice for teachers, children and parents. The school may also work with other external agencies who can provide for the needs of a specific child. The objective is to provide integrated, high quality and holistic support, focused on the needs of the pupil.

The school works closely with the following external support agencies :

- Speech and Language Service
- Educational Psychology Service
- Specialist Teacher Service-vision, hearing , Autistic Spectrum Disorder, occupational therapy
- Education Welfare Officer

- Health service - School Nurse, Child Development Centre, Child and Adolescent Mental Health Service (CAMHS)
- Social Services

These can be accessed through the SENCO or Learning Mentor by completing a Common Assessment Referral (CAF).

Even when there are outside specialists involved the SENCO has overall responsibility for the provision for the child.

13.Secondary Transfer.

At the start of Year 6 The Head Teacher will meet all parents to discuss and advise them regarding transfer to secondary school. Arrangements can be made for a member of staff to accompany SEN pupils on school visits.

For pupils who have an EHCP specific arrangements are made with Westminster SEN Department, at the Year 5 Annual Review.

14. Complaints Procedure.

Concerns and complaints are better dealt with sooner than later.

Complaints should initially be addressed verbally to the class teacher.

If parents feel that the matter has not been dealt with satisfactorily they should make an appointment to meet with the SENCO. If they are still concerned parents should make an appointment to meet the Head Teacher. The complaint may be put in writing. The Head Teacher will liaise with the Governors as necessary.

Complaints will be dealt with as recommended in The London Diocesan Board For Schools document 'Working Together Guidance relating to General Parental Complaints' (available from the SENCO)

See also our Complaints Policy.

Free, practical, confidential advice can be sought by parents and young people from:

Westminster's Parenting Coordinator : Tel.

Westminster Parents' Participation Group: Tel

Information Advice Support Service (IASS) : Tel

15.Roles and Responsibilities

The Governing Body :

- ensures that the principles are acted upon in school and that the best possible provision is made for all the children in their care.
- ensures that our Special Educational Needs and Disabilities Policy applies with statutory guidance.

The Head Teacher:

- oversees provision for SEN pupils
- monitors SEN practice
- keeps the Governing Body informed

The SENCO :

- oversees the day to day operation of the school's SEN policy
- coordinates provision for pupils with SEN

- manages learning support assistants
- ensures liaison with parents in respect of children with SEN
- liaises with class teachers, teaching assistants, learning support assistants to plan and review provision for SEN pupils
- conducts in house pupil assessment
- monitors the progress and provision for SEN pupils
- ensures that accurate records are kept
- contributes to INSET
- liaises with external agencies including LA's support and educational psychology services, speech and language, health and social services and voluntary bodies
- monitors teaching and learning alongside other coordinators and SLT
- maps provision and manages the budget alongside the SLT
- maintains links with LA/other schools to develop provision for SEN

The class teacher:

- plans to meet the needs of pupils in their class
- implements provision
- manages the work of support staff in their class
- keeps records to monitor progress
- evaluates impact with the SENCo
- meets parents
- liaises with the SENCo and outside agencies

The teaching assistant/learning support assistant:

- delivers interventions to support SEN pupils
- monitors the day to day progress of pupils
- maintains records of pupil progress
- reports progress to teachers and the SENCo

IS THIS WORKING ?

This policy will be monitored by the SENCo in liaison with SLT, school staff and the governing body. It will be kept under review and updated when necessary, in line with school self evaluation processes and national guidance.

The progress of our SEN pupils, is monitored on a termly basis in line with our assessment policy. Action is taken if any individual is not progressing.

Updated January 2015 in line with the Special Educational Needs and Disability Code of Practice 2014

Alison Bowden

January 2015

Triborough SEN school offer

ST MARY'S BRYANSTON SQUARE Church of England Primary School

SEN Statement – St Mary's Bryanston Square.

At St Mary's we want to make sure that every child gets the best support we can offer in order to help them to enjoy their learning, feel confident and happy amongst their friends and make the best possible progress.

Every child has individual needs that will affect their learning. Sometimes children need special support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period, but during this time they will be part of our Special Educational Needs (SEN) Register and we will keep a close eye on their progress, look carefully at what special support they need and keep in close touch with their parents.

What is the Local Offer?

The Children and Families Bill Act 2014 requires Local Authorities (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'SEN Information Report'.

The purpose of the Local Offer or 'SEN Information Report' is to enable parents and young people to find out more easily the services that are available in their area and how to access them. It will include provision from birth to 25, across education, health, social care and the voluntary sector.

For **Children and Young People** between 0-25 Years with Special Educational Needs & Disabilities (SEND) Westminster City LA have put together information to help you find out about all the services that exist in your local area. This is the LA SEN Information Report which can be found at www.westminster.gov.uk/local-offer.

St Mary's Local Offer

This utilises the LA SEN Information Report to meet the needs of SEN pupils as determined by our SEN policy and the provision that St Mary's is able to provide. Our Local Offer is outlined below and is in the form of questions and answers.

Your child has Special Educational Needs. What can we at St Mary's Bryanston Square offer you?

Please click on the **questions** below for more information about the Local Offer from St Mary's and how we can support your child.

School Offer for SEND – Parents/Carer’s Questions and answers



- 1 Who are the best people to talk to at St Mary’s Bryanston Square School about my child’s difficulties with learning, special educational needs or disability?
- 2 How will the school let me know if they have any concerns about my child’s learning, special educational need or disability?
- 3 How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability?
- 4 How does St Mary’s School ensure the teaching staff are appropriately trained to support my child’s special educational needs and/or disability?
- 5 How will the curriculum and the school environment be matched to my child’s needs?
- 6 What types of support may be suitable and available for my child?
- 7 How will you support my child to reach his/her learning goals?
- 8 What is an EHC Plan and who can request one for one for my child?
- 9 How will you help me to support my child’s learning?
- 10 How is support allocated to children and how do they move between the different levels of support in school?
- 11 How will the school know that the support has made a difference to my child’s learning and how can I and my child be included in this review process?
- 12 What support will there be for my child’s happiness and well being at St Mary’s School?
- 13 How is my child included in all the same activities as his/her peers at school?
- 14 How will St Mary’s School support my child in transition stages?
- 15 Who can I contact if I have a complaint about the SEN provision made for my child?
- 16 If I have any other questions about my child at St Mary’s School, who can I ask?



1. Who are the best people to talk to at St Mary's School about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with the school SENCo or Learning Mentor. You may wish to arrange a meeting with the Senco or Learning Mentor.
- If you continue to have concerns arrange to discuss these with SENCO-Alison Bowden, Learning Mentor-Sheelagh Leith or the Head Teacher-Emily Norman.

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a Parents Evening, which is held twice a year.
- The SENCo or Learning Mentor may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At St Mary's School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings (Parents Evening) with the class teacher and others.
- If your child has an identified special educational need you will be invited to a regular meeting with the class teacher and SENCo to discuss current progress, support strategies being used and expected outcomes.
- If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.

4. How does St Mary's School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At St Mary's School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Tri Borough Training and Outreach team based at QE2 School.
- Individual training can also be arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- At St Mary's School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- St Mary's School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
 - **Cognition and Learning**
 - **Social, emotional and mental health**
 - **Sensory and/or physical needs**
 - At St Mary's School we have a 3 tiered approach to supporting a child's learning.
 - Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
 - Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.
 - Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
 - Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include, for example, educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers, the child development service , a specialist teacher, a family support specialist, the school nurse or education welfare officer. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.
- The current interventions provided at St Mary's are listed in our SEND Provision Map below.

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed each term.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

8. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- The school may be suggest strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You will have an opportunity to meet with other professionals involved in supporting your child.

10. How is support allocated to children and how do they move between the different levels of support in school?

- St Mary's School receives funding from the local authority . These funds include money to support the learning of children with SEN and/or disabilities.
- The Head Teacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head teacher and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and well being at St Mary's school?

- At St Mary's School we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching assistants, Learning Mentor and the SENCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.

13. How is my child included in all the same activities as his/her peers at school?

- St Mary's School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will St Mary's School support my child in transition stages?

- We liaise closely with the school or nursery that your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at St Mary's School we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- St Mary's School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. Who can I contact if I have a complaint about the SEN provision made for my child?

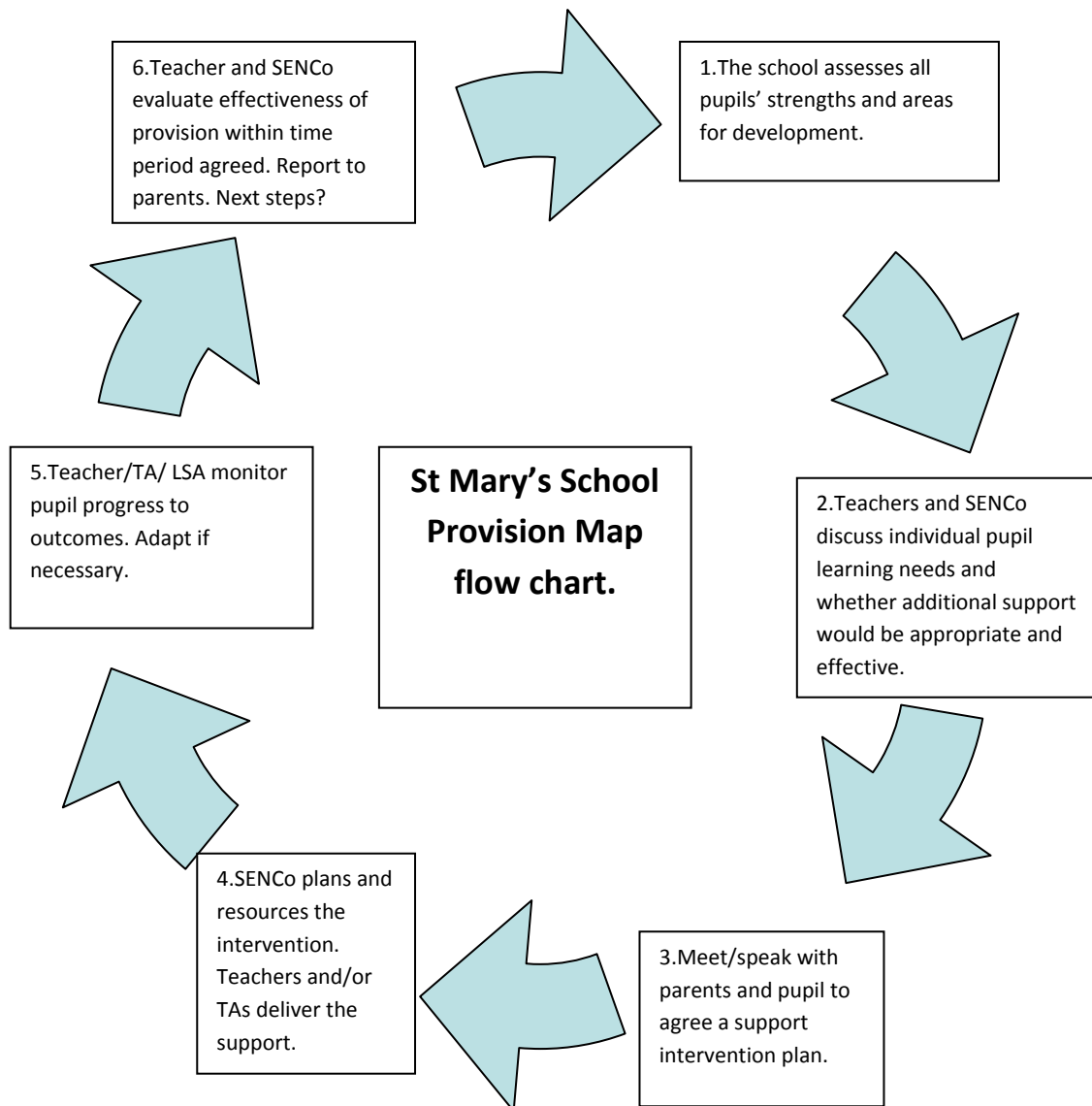
- Initially speak with your child's teacher and/or the SENCo. Hopefully they will be able to address your concerns.
- You can then contact the Head teacher, who may direct you to the school's [Complaints Policy and procedure](#).

16. If I have any other questions about my child at St Mary's School, who can I ask?

At St Mary's School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The class teacher
- The Senco/Learning Mentor
- The Head Teacher

Parents' guide to St Mary's School Interventions or Provision map table



St Mary's Bryanston Square School SEND Provision Map 2014-2015

The following provision is available to support pupils with SEN. All support provided for pupils is additional to and different from day to day classroom practice.

Area of Need and Intervention or provision	EYFS/Y ears	Approximate frequency & duration	Anticipated progress range	Staff	Staff/pupil ratio	
Cognition and learning.						
FIVE MINUTE BOX	F2-Y2	10 MINS X 5 A WEEK for 10 WEEKS.	LETTER/SOUND/WORD KNOWLEDGE/RECOGNITION- SCORED AT START AND FINISH.	TA/LSA	1 :1	
ADDITIONAL GUIDED READ	ALL	15 MINS X 1 A WEEK for 10 WEEKS.	READING- PROGRESS TO NEXT BENCHMARK LEVEL.	T/TA/LSA	1: 2+	
ADDITIONAL INDIVIDUAL READ	ALL	10 MINS X 1 A WEEK for 10 WEEKS	READING PROGRESS TO NEXT BENCHMARK LEVEL.	T/TA/LSA	1:1	
RECIPROCAL READING	ALL	20 MINS X 1 A WEEK for 10 WEEKS.	READING COMPREHENSION- PROGRESS IN ABILITY TO DEMONSTRATE COMPREHENSION ON LEVELLED TEXTS -TO NEXT BENCHMARK LEVEL.	T/T/LSA	1 :1 1:6	
READING VOLUNTEER	ALL	20 MINS X 1 A WEEK YEAR PROGRAMME	READING- PERSONAL TARGETS, ENJOYMENT AND ENGAGEMENT.	VOLUNTEER	1:1 1:2	
READING RECOVERY	AGE 5.9- 6.0	30 MINS X 5 FOR 20 WEEKS	DAILY READING AND WRITING PROGRAMME. AVERAGE EXPECTED PROGRESS of 2 SUB LEVELS	T	1 :1	
LETTERS AND SOUNDS- PHONICS GROUP	YEARS 3-6	20 MINS X 4 A WEEK for 10 WEEKS. TERM REVIEW PERIOD.	PROGRESS TO NEXT PHASE OF PHONIC TRACKING.	TA/LSA	1: SMALL GROUP	
WRITING WORKSHOP	ALL	30 MINS X 1 A WEEK X 10	WRITING-PROGRESS TOWARDS PERSONAL TARGETS.	T/TA/LSA	1 :1 SMALL GROUP	

MULTI SENSORY MATHS	KS1-2	30 MINS X 1 A WEEK for 10 WEEKS	MATHS-PROGRESS TOWARDS PERSONAL TARGETS OR NEXT SUB LEVEL.	T /TA/LSA	1 :1 1: 6	
NUMBER BOX	KS1	10 MINS A DAY X 5 A WEEK for 10 WEEKS	MATHS-PROGRESS TOWARDS STATEMENTS, WITHIN A SUB LEVEL AND BEYOND.	TA/LSA	1:1	
MATHS VOLUNTEER	ALL	20 MINS X 1 A WEEK YEAR PROGRAMME.	MATHS-PROGRESS TOWARDS PERSONAL TARGETS, ENGAGEMENT, ENJOYMENT AND PROBLEM SOLVING.	VOLUNTEER	1:1 1:2	
POWER OF ONE	KS2	15 MINS X 4 A WEEK FOR 10 WEEKS	STRUCTURED , REPETATIVE MENTAL MATHS PROGRAMME	LSA	1 :1	
Communication and Interaction.						
SPEECH AND LANGUAGE- LANGUAGE AND COMMUNICATION	YEARS 1-3	20 MINS X 1 A WEEK for 10 WEEKS.	SPEAKING AND LISTENING PROGRAMMES DEVISED BY THE SPEECH AND LANGUAGE THERAPIST. PROGRESS TOWARDS GROUP AND PERSONAL TARGETS WITHIN LEVELLED STATEMENTS.	SPECIALIST TA	1: SMALL GROUP	
Social , emotional and mental health difficulties.						
LEARNING MENTOR SUPPORT	ALL	20 MINS X 1 A WEEK for 10 WEEKS. ----- LIGHT TOUCH INTERVENTION AS AND WHEN APPROPRIATE	WORKING ON INDIVIDUAL BARRIERS TO LEARNING, SOCIAL AND EMOTIONAL NEEDS -SELF AND ADULT EVALUATION.	LEARNING MENTOR	1 :1 1: SMALL GROUP	
GARDENING CLUB	KS1/K S2	20 MINS X 1 A WEEK for 10 WEEKS	SOCIAL AND EMOTIONAL, SELF ESTEEM-SELF AND ADULT EVALUATION	LM	1: SMALL GROUP	

BUDDY SUPPORT	F1-Y6	20 MINS X 1 A WEEK. TERM REVIEW PERIOD.	SOCIAL, SELF ESTEEM AND LANGUAGE MODELS. PERSONAL TARGETS– SELF AND ADULT EVALUATION. EAL SUPPORT-PERSONAL TARGETS FROM EAL STATEMENTS.	PEERS ORGANIZED BY EAL Co OR LEARNING MENTOR	1 :1	
PLAYGROUND FRIENDS	KS 1/2	20 MINS X 2 A TERM	PEERS AVAILABLE AT PLAYTIME FOR ANY ONE WANTING COMPANY.	LM	1: SMALL GROUP	
ART THERAPY	ALL	50 MINS X 1 A WEEK for 20 WEEKS		ART THERAPY STUDENT	1:1	
ANNA FREUD	ALL	4 X 1HR PER TERM	FAMILY SUPPORT FOR IDENTIFIED FAMILIES	COORDINATED BY LM		
Sensory and/or physical needs.						
FINE MOTOR	ALL	10 MINS X 5 A WEEK for 5 WEEKS.	IMPROVED FINE MOTOR SKILLS/HANDWRITING/LETTER FORMATION BASED ON PERSONAL TARGETS AND DEMONSTRATED IN INDEPENDENT WORK.	TA/LSA	1:1	
WRITE DANCE	KS1	30 MINS X 1 A WEEK FOR 10 WEEKS	IMPROVED FINE MOTOR SKILLS	LSA	1:SMALL GROUP	
ST MARY'S IS A FULLY ACCESSIBLE SCHOOL WITH A MEDICAL ROOM THAT IS EQUIPPED WITH HOIST AND MEDICAL BED.			STAFF ARE TRAINED TO MANAGE PUPILS WITH PHYSICAL NEEDS AS APPROPRIATE .			