



SEND Local Offer



St. Mary's
Catholic Federation

*Learning, playing and growing together
in the love of Jesus*

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| Name of School | Saint Mary's Catholic Nursery and Infant School |
| Address | West Street, Carshalton |
| Postcode | SM5 2PT |
| Name of contact person | Mrs M Quinn |
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| Website | www.smcsc.org.uk |
| Facebook | - |
| Twitter | - |
| Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child? | <ul style="list-style-type: none"> ○ Class Teacher ○ SENCO ○ Head Teacher ○ SEN Governor ○ Chair of Governors |
| Assessing children How does the school know how well my child is doing? | <ul style="list-style-type: none"> ○ Planned transition arrangements between year groups and key phases. ○ Planning (daily, medium term, long term), evaluations and regular assessment opportunities. ○ Target setting identifying next steps for progress ○ Planned time for children to respond to the marking and practise/consolidate highlighted skills. ○ Maths, Reading and Writing targets. |

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| | <ul style="list-style-type: none"> ○ Class teachers attend half termly progress meetings with Head teacher, SENCO and core curriculum leaders. ○ Parent voice via 'Class Reps' ○ Referral to outside agencies as agreed with parents ○ Transition activities planned between year groups ○ Staff handover meetings held at transition times ○ Moderation of learning within Year groups and across year groups ○ Reading and spelling level benchmarking ○ Regular homework set |
| <p>Informing parents and carers How will I be kept informed about how well my child is doing?</p> | <ul style="list-style-type: none"> ○ Pupils on the SEND register will be offered a minimum of x3 meetings face to face with the class teacher. ○ For pupils on the school SEN register - additional support documented by an Individual Plan ○ End of academic year written reports ○ Teaching staff available via appointments made through the main office. ○ 'Parent Partnership' documents will be instigated by Class Teachers for children not on the SEND register and not making expected progress. |
| <p>Updates on progress How regularly will I be updated on my child's progress?</p> | <ul style="list-style-type: none"> ○ Information about progress for pupils on the school SEND register with individual targets will be given minimum three times per year. |
| <p>If a child is not making progress Will I know if my child is not making progress and what will happen?</p> | <ul style="list-style-type: none"> ○ Tracking against individual targets is shared with the parents half termly (this will highlight if progress is not being made). |
| <p>Curriculum What is the curriculum and how is it taught?</p> | <ul style="list-style-type: none"> ○ St Mary's is a catholic school with an ethos and aim to recognise and develop the full potential of each child. ○ The National Curriculum is delivered by teaching that is broad, balanced and creative. ○ Training given to support teachers and teaching assistants to understand children's individual needs. |
| <p>Adapting for child needs How will the curriculum be adapted to meet the needs of my child?</p> | <ul style="list-style-type: none"> ○ Teachers are skilled at writing and adapting plans which take account of individual pupil needs (differentiation) |
| <p>Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?</p> | <ul style="list-style-type: none"> ○ Monitoring of teaching and learning by SLT ○ Discussions between Class teacher and SENCO ○ Liaison with external agencies for guidance and recommendations |
| <p>Additional support</p> | <ul style="list-style-type: none"> ○ Additional adults may be used to help individuals or groups with working towards independence as a priority |

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| <p>Is there any additional support available to help my child reach his/her expected outcomes?</p> | <ul style="list-style-type: none"> ○ In school interventions planned by class teachers |
| <p>Learning strategies Are there any special features or strategies to help children learn?</p> | <ul style="list-style-type: none"> ○ We are a 'Thinking School' using – De Bono's hats, questioning, thinking maps ○ Grouping arrangements organised carefully to maximise learning opportunities for all ○ Visual timetables/cues ○ Strong ethos of pastoral care, developing independence ○ Anti-Bullying Policy and procedures –we are a 'Telling School' ○ Staff presence before and after school and during playtimes ○ Class Teachers complete Dyslexia Friendly check lists annually. |
| <p>Meeting child needs How do I know my child's particular need will be met?</p> | <p>The SEND Code of Practice 2014 does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:</p> <ul style="list-style-type: none"> ● Communication and Interaction(C&I) ● Cognition and Learning (C&L) ● Social, emotional and mental health difficulties (SEMH) ● Sensory and/or physical needs (SPN) <p>In line with the SEND Code of Practice, we accept that pupils often have needs that fit into more than one of these areas and that their needs may change over time.</p> <ul style="list-style-type: none"> ○ Pupil's individual needs should be discussed with the Class Teacher first. ○ The SENCO, subject leaders and Senior Leaders will be available for additional support as required depending on the needs of the child. |
| <p>Access to exams What arrangements are available for pupils to access tests and assessments?</p> | <ul style="list-style-type: none"> ○ Statutory tests in Key Stage Two are conducted following regulations and guidance published by the Government, Department for Education. |
| <p>Additional support or time for exams How will I know if my child qualifies for additional support or time to access tests?</p> | <ul style="list-style-type: none"> ○ Discussions with the Class Teacher. ○ Statutory guidance |
| <p>Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?</p> | <ul style="list-style-type: none"> ○ School Mission statement and ethos ○ The school has a Positive Behaviour Policy ○ PHSE and RE lessons ○ We are a 'Telling and Listening' school ○ Access to the School Chaplain |

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| <p>Developing social & emotional skills How does the school help develop my child's social and emotional skills?</p> | <ul style="list-style-type: none"> ○ Planned and taught co-operative group work during lessons ○ Supportive staff at break and lunch times ○ Use of De Bono, 'Thinking Hats' to structure thinking and discussions. ○ Use of 'Think and Repair' maps to address individual situations |
| <p>Early Help Support in the Community (Tier 2) Examples : please include any ELSA (Emotional Literacy Support Assistant), counselling, Talk and draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills, Clinical Psychology paid for by the school, Mentoring, Anger management / Feelings work.</p> | <ul style="list-style-type: none"> ○ ELSA ○ Social skills groups ○ After school clubs led by Teachers and Senior Teaching Assistants. ○ External agencies e.g. Cognus -Behaviour Support team, ASD service, Speech language and communication service, Educational Psychology. ○ Referrals through the Early Help Assessment Team. ○ Referral to CAHMS ○ Referral to Jigsaw4U |
| <p>Bullying What is the school's policy on bullying?</p> | <ul style="list-style-type: none"> ○ Bullying of any kind is a totally unacceptable form of behaviour at our school and will be dealt with firmly and decisively. ○ We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere, knowing that we are: <i>Learning, playing and growing together in the love of Jesus</i> |
| <p>Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p> | <ul style="list-style-type: none"> ○ Step free access into the building |
| <p>Accessing lessons How do I know my child will be able to access all lessons?</p> | <ul style="list-style-type: none"> ○ Tour of the school available to new families. |
| <p>Who we work with Who does the school work with?</p> | <ul style="list-style-type: none"> ○ External agencies e.g. Cognus -Behaviour Support team, ASD service, Speech language and Communication service, Educational Psychology. Referrals to the Early Help Assessment Team. Referral to CAHMS. Referral to Jigsaw4U. ○ External providers of Clubs e.g. Football, languages, musical theatre. |
| <p>Working with other agencies</p> | <ul style="list-style-type: none"> ○ The school works with external agencies in the best interest of pupils ○ The school buys into relevant services |

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| How does the school work with other agencies? | |
| Informing parents and carers How will I be informed? | <ul style="list-style-type: none"> ○ Discussion with parents always takes place and consent required prior to any referrals to external agencies. |
| Helping your child settle with confidence How will the school help my child settle with confidence and manage change as they move between schools and year groups? | <ul style="list-style-type: none"> ○ The School Missions Statement and Ethos encompasses everything we do. ○ For children new to Saint Mary's Federation a pre-entry meeting is held before starting. ○ Whole class and individual transitions are carefully planned by class teachers and teaching assistants depending on individual needs. ○ Peer buddies are set up for pupils new to school mid-term. ○ The school participates in the Local Authority transition meetings for passing on individual pupil information. |
| Extended School Day What additional facilities do you offer? e.g. Breakfast club; After school clubs; walking train to after school care | <ul style="list-style-type: none"> ○ Orchard Child Care offer an onsite Breakfast and After school club- lisa@orchardchildcare.co.uk |
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| Policies | https://www.smcsc.org.uk/policies.php |
| Keywords | |