

The following details our SEN Information Report updated in February 2016

St. Mary's C.E.(A) Primary School

Our Local Offer

School name	St. Mary's C.E.(A) Primary School
Headteacher	Mrs Jane Hughes
SENCo	Mrs Jane Hughes
Governor with responsibility for SEN	Mrs Denise Keen
Contact details: address	St Mary's C.E.(A) Primary School Mucklestone Market Drayton Shropshire TF9 4DN
Email (admin)	office@st-marys-mucklestone.staffs.sch.uk
Email (SENCo):	headteacher@st-marys-mucklestone.staffs.sch.uk
Telephone (admin)	01630 672126
Telephone (SENCo)	As above
Age range	4 - 11
Funding	Church Aided Primary School
	We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we'd be really happy to talk to you. This Local offer is available as a hard copy, just ask our Office Manager to print one off for you.
What are Special Educational Needs?	Special Educational Needs can be an identified need because of a health issue, a physical, sensory, speech and language, emotional, behavioural or a learning need. Any aspect of a young person's life which has an impact on their ability to freely access schooling.
How does our school know if children need extra help?	Our assessment and tracking system identifies children with educational special needs, parents and pre school settings may also have identified a need prior to a child starting school which is communicated to our school before they start. Health professionals will keep the school informed of any health related needs. Your child's class teacher may have noticed that your child is not making expected progress in a certain aspect of their learning or

	behaviour.
What should I do if I think my child has special educational needs?	<p>You can speak to any member of staff at school and tell them about your concerns with regard to an educational need or if it is a medical need you may prefer to talk to your GP or social worker.</p> <p>The school holds parents evenings in the Autumn and Spring terms but we would prefer that you raise a concern as it arises rather than wait for parents evenings.</p>
How accessible is the school environment?	<ul style="list-style-type: none"> • Disability pathway leads to the disability access. • School is open from 7.45 am for breakfast club. • The school site is flat, once you are in the building, there is sloping drive and few steps to the front of the school. The pathways direct visitors around the school building to reception. • There is a disability doorway into the hall.
Where can I find more information about services available to my child in Staffordshire?	<ul style="list-style-type: none"> • Staffordshire County Council has created a Local Offer which outlines all the services available for families and children with Special Educational Needs. • Please access the Staffordshire website – www.staffordshiremarketplace.co.uk
How is the decision made about how much support my child will receive?	<ul style="list-style-type: none"> • The school will talk to you about your child’s needs and how he/she will be supported in school. • The school will follow recommendations made by experts and health professionals. • Parents/ carers will be involved in the support plan for their child. • The plan will be reviewed termly.
What should I do if I have any complaints?	<ul style="list-style-type: none"> • In the first instance talk to the class teacher and /or Headteacher who is also the SENCO. • If you are still not happy with the care your child is receiving you may access the complaints policy on our school website or ask for a paper copy from the school office.
How do we make sure all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children’s interests. • Well-staffed classrooms – at least one teacher and one support assistant (minimum 15hours/week in FS, KS1 and KS2) in each class. • Small class sizes. • Quality of teaching and learning well monitored • Individualised targets for all children in writing and maths • Rigorous pupil tracking system, which ensures all children are monitored. • Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place. • Detailed programme of reviews with parents and professionals: 2 parents’ consultation evenings a year with all parents; termly reviews for all children on the SEN register and comprehensive annual reviews for pupils with a statement. Parents’ views are very important to us. • Children’s views are very important: invited to consultation evenings from Sept 14 help to formulate support plans, school council and annual questionnaire to parents etc. • Behaviour is good, regular anti bullying weeks. A strict zero tolerance policy for bullying. • Long established, acknowledged and celebrated Christian ethos of inclusion, equality and care. • If a child has a Special Educational Need then they will have a support plan. The plan outlines what help and support your child will receive and when. The Support Plans are reviewed termly and adapted as the child improves. Support may be temporary or long term depending on your child’s needs. If adaptations are needed to enable a child to access the curriculum these will be recorded as part of the child’s Support Plan.
Support Plans	

<p>The schools approach to teaching children with SEN.</p>	<ul style="list-style-type: none"> • The approach to teaching children with SEN depends on each child's individual needs. Some children just require extra equipment e.g enlarged print or coloured papers. Some children are able to use computers to record their work because they find writing challenging. • The class teacher may plan work to match the individual needs of the children in her class on the same subject as the rest of the class but at a level that the SEN child can access. • Children who need extra specific support have specific programmes of study to follow so may be taken out of the classroom to work with a TA or teacher in another room. • The school is keen to provide specialist ICT equipment to support children with SEN and has recently purchased some voice recognition software.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • New disability pathway. One floor, no steps in school, limited steps in grounds • Disabled toilet available • Variable height tables and chairs available. • If a child has specific difficulties we will do our best to find a way for them to access all physical activities open to able bodied pupils in the school.
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • High profile of Speaking and Listening across the school. • After school drama club • Liaison with speech therapists to support learning needs if required.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Carpeted throughout the classrooms and corridors • Liaison with Visual and hearing impairment specialists to support learning if required
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Access to specialist counselling e.g bereavement • Staff ASD aware and use appropriate strategies to support children with ASD's learning.(KS1) • Access to specialist support for children with ASD and their families.
<p>How do we help a child with mental and social, emotional health?</p>	<ul style="list-style-type: none"> • Breakfast club • Variety of after school clubs to promote self-esteem • Open door policy with parents to discuss emotional needs of their children
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies. We are a Dyslexia Friendly school.
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • Targeted ICT programmes • Variety of Intervention programmes • Teaching staff have timetables catch up time to spend with children who have had difficulties in lessons that week. This extra targeted boost helps to eliminate any gaps in understanding.
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school. • Team of trained first aiders and paediatric first aid.
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • Induction programme when children arrive at school
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Specialist support would be sought and the school will follow advice given.

<p>How does the school prevent bullying?</p>	<ul style="list-style-type: none"> • The school has an anti – bullying policy which is reviewed annually. Bullying and how to prevent it happening in our school is a termly topic which is addressed through assembly or PHSE lessons. The school support National Anti- Bullying week every November.
<p>Which specialist services do we access beyond the school?</p>	<p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Special Educational Needs Support Services (SENSS) • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • ASD service • CAMHS • EWO • Educational Welfare Officer • School nursing service
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Extra staff deployed for trips to meet the stringent requirements of our risk assessments • Newsletter about events in local authority sent to parents with SEN • Parents/carers consulted prior to trips for advice and guidance.
<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<ul style="list-style-type: none"> • Visits to pre-school placements by SENCO and other school staff • Allocation of a support assistant as soon as possible and introduction before child starts school. • Extended visits to Reception Class planned in summer term before starts. • Transition plans – extended visits to secondary school with primary school staff. • Close liaison with all other settings involved in transition – good exchange of information.
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> • Playtimes/lunchtimes seen as an important part of the day and included in time for 1:1 support for statemented children if appropriate • We develop social skills in many ways. Children are involved in assemblies and church services. • Good manners and caring for each other is an intrinsic part of life at St Mary’s. • Behaviour rules and high expectations ensure children know how to behave well.
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • One to one support given as specified in a child’s IEP/ statement of SEN • Our school employs a support assistant for each class – time is allocated on a daily basis for individual/ small group work on IEP targets. • All children regularly reviewed (at least once a term) and provision is matched to needs.(IEP) • Human resources allocated according to need/recommendations
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Regular training sessions for all support staff • Whole school training part of School Improvement Plan • Commitment to maintain levels of training if staff leave. • Programme of CPD, accessing both external agencies and in-school support.
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Achievements of children with SEN are celebrated in newsletters and other public documents. • We have an open door policy for all parents – parents of children with SEN are encouraged to pop in with any concerns.

Other school policies which you may find helpful are reviewed regularly and available on our school website	www.st-marys-mucklestone.staffs.sch.uk Inclusion SEN Anti – bullying Medical Conditions First Aid E Safety Assessment
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Thank you for taking the time to find out about our local offer at St. Mary’s CE Primary School– please do not hesitate to contact us for any further details.

The school will be updating this Information Report September 2016.