



## **St. Mary's Catholic Primary School**

### **SEND Information Report – July 2022**

Our Mission Statement states:

*'We would like to be recognised by the quality and depth of respect and love, which we show towards each other. Mutual respect and tolerance are central to our way of life at St Mary's, as we meet Jesus Christ in each other.'*

St. Mary's is committed to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. It is our intention that through our curriculum and our approach to teaching and learning that all children including those with SEND have the "knowledge and cultural capital they need to succeed in life" (The Education Inspection Framework May 2019). We believe that where best practice meets the needs of disadvantaged children and those with Special Educational Needs and or Disabilities it is best practice for all. Our curriculum has been designed to be ambitious, to challenge and to meet the needs of ALL our pupils.

St. Mary's Catholic Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. We aim to support the following needs: specific learning difficulties (SPLD), moderate learning difficulties (MLD), speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD); social, emotional and mental health difficulties (SEMH); Emotionally Based School Avoidance (EBSA); vision impairment (VI); hearing impairment (HI); and physical disabilities (PD).

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

This information report supports the Policy for SEND and details provision and how we work with parents and wider stakeholders in Bromley.

## Intervention

### Access to learning and the curriculum

#### The school structure

- St. Mary's is a 2 form entry primary school primarily serving the catholic parishes of Beckenham, West Wickham and Hayes – as such there is a wide catchment area for children which brings increased richness and diversity to our school community
- Classes in EYFS and KS1 have 30 children per class and KS2 have, on average, 32 children per class
- Pupils learning takes place in their classes but year groups and age phases work closely together and meet at least once each half term in Standards Teams to focus in on vulnerable children, interventions and progress for all children with a specific focus on children with SEND
- Children have 5 hours a week of mathematics and English, 2 hours a week of RE and PE and then at least 1 lesson per week of the other curriculum subjects and a designated Wellbeing session is also timetabled. Teachers plan their own timetables and then these are then collated by the SENCO who is also the deputy head teacher to ensure that there is full coverage and equal access to shared resources
- Teachers arrange classes and lessons based on their professional judgement and understanding of the children including their prior and current attainment and specific learning needs; this may include group work based on attainment but more generally pupils are arranged in mixed ability groups and learning is differentiated to meet need

#### Access to learning support staff

- Pupils are carefully tracked and support put in place where there is the greatest need.
- Regular intervention programmes in class
- Intensive programmes for key skills
- There is a quiet space for children to access if necessary and this area includes some sensory resources for children who need time out to self-regulate

#### Communication with parents

- Communication with parents starts before your child formally starts school. Welcome packs are sent out to all children who join our school including any in year admissions. There is a weekly bulletin from the head teacher, regular parent teacher conferences and we operate an "open door" policy. Welcome videos and transition booklets for specific children are used to support "settling in" either when a child is new to our school or moving year groups
- Wrap around care is provided by Superkids – an external provider who operates before and after school clubs during term time and holiday club during school holidays

#### Strategies/programmes to support speech and language

- Referral to Speech and Language therapy after consultation with parents
- Narrative Therapy sessions in reception classes
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- A teaching assistant focuses 2 days a week on delivering Speech and Language in school – these sessions are informed by the professional advice given by Speech and Language Service after children have been assessed in clinic
- Pre-learning new concept and topic words for pupils with speech and language difficulties – TA led
- Opportunities to pre-learn or revise topic or concept words

- Children across the school including those with SEND are encouraged to take part in extra curricular activities however some clubs such as Funky Fingers are aimed at support children with SEND and for these clubs children are invited to attend at lunchtime.
- From October 2021 the following interventions will resume unless COVID Protocols require a temporary suspension: Social Skills groups for all National Curriculum year groups lead by Teaching Assistants, Funky Fingers for KS1 led by Teaching Assistant and Year 6 pupils, Funky Feet led by Year 6 pupils with TA and Spots Coach support for children in years 3 and 4), Touch Typing Interventions for year 5 and 6, Lego Club for years 3 and 4 led by Senior Leader and year 5 pupils.

#### Strategies to support/develop literacy including reading

- Additional reading/writing support where needed
- Additional phonics activities
- A specialist teacher is employed to assess the literacy skills of pupils when required
- Daily reading with identified children
- Structured guided reading sessions

#### Strategies to support/develop numeracy

- Additional support for pupils where needed
- A specialist maths teacher is employed to assess individual children and to work with children who need structured support
- Maths investigations and problem-solving are used in every class on a weekly basis

#### Provision to facilitate/support access to the curriculum

- A Soundfield system is in place in every classroom to ensure that pupils with a hearing difficulty access the curriculum
- Differentiated curriculum
- Variety of resources appropriate to the needs of the child e.g. pencil grips, laptops, sloping boards, move'n'sit cushions, tinted overlays and exercise books
- Sensory support for visually /hearing impaired pupils
- Sensory circuits are available to children who have been identified as needing this intervention

#### Strategies/support to develop independent learning

- Every class has a visual timetable to help with organisation
- Some pupils have an individual visual timetable which is broken down into more manageable sections
- Targets are set for the pupils
- Dialogue marking is encouraged and pupils can ask for clarification or further help when required
  - Next step marking

#### **Pastoral Support**

##### Strategies to support the development of pupils' social skills and enhance self-esteem

- Social skills groups are in place in every year group
- "Core Values" assembly takes place every Monday to celebrate achievement and success in the school. (This is not necessarily academic achievement.)

### Mentoring activities

Older children regularly pair up with younger children for reading activities and act as mentors/ambassadors in wider aspects of school life including the co-running lunchtime clubs such as Funky Fingers with adults

### Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

Transition support from year group to year group and from key stage to key stage. For our pupils in their final year of primary school specific transition for all pupils is supported by our partners at Bromley trailblazers and additional transition for pupils with SEND forms an important part of the final term activities.

As a school we have recently introduced a school wide Zone of Regulation strategy based on the story "The Colour Monster" by Anna Llenas. "The Colour Monster" introduces emotional vocabulary to all pupils and how emotions may be linked to different colours. Each class from Reception to year 6 has a copy of the text, physical resources representing the colours and a class display for pupils to indicate or 'check in' how they were feeling throughout the day.



- The school is part of the Bromley Mental Health Trailblazer project and is working with Bromley Wellbeing on this project
- Timetables are flexible when necessary
- Social stories are written where there is a need
- Regular meetings with parents
- CAF(Common Assessment Framework) reports written when appropriate
- Circle Time
- Worry boxes in classes and outside the Inclusion Leader's room
- Contact/liaison with parents
- Referral to Bromley Wellbeing after liaison with parents

### Strategies to support Emotionally Based School Avoidance (EBSA)

EBSA describes children and young people who experience persistent challenges in attending school due to negative feelings such as anxiety. EBSA is not in itself a medical diagnosis but often presents with symptoms and behaviours associated with particular diagnoses such as separations anxiety, social anxiety disorder, specific phobias, depression and PTSD. It is important to distinguish between avoidance and refusal.

At St. Mary's we support our children who are experiencing emotional difficulties which result in them finding it overwhelming to come into school in a number of ways including:

- Starting school at a different time to the rest of the students when it is quieter and less overwhelming.
- A specific member of staff with whom the child has a particularly strong relationship often provides support in helping a child into school.
- Children are given time, if needed, to regulate their anxiety once in school before joining their cohort and if their struggle persists school will contact parents to have a discussion based on the behaviours of the day.
- School support and implement advice from external professionals in the support of the child.

Strategies to support / modify behaviour

- Behaviour policy
- "Circle of Friends" approach
- Time out

Support/supervision at unstructured times of the day including personal care

- All lunchtime staff have received training in supporting pupils
- All lunchtime staff are given a briefing on the more vulnerable pupils who need more help during unstructured times through our "Keep an Eye" on me booklet
- "Funky Fingers" and "Funky Feet" are lunchtime clubs for invited pupils with co-ordination difficulties

Planning, assessment, evaluation and next steps

- Class teachers have regular meetings with parents
- The Head teacher and SENCO are available to meet parents when required
- Pupil progress reviews take place monthly at Standards Team meetings. Targets are discussed and interventions put in place where necessary
- Regular Parents Evenings. (Parents can request a meeting, if they are concerned about their child, between these evenings.)
- All lessons and homework are differentiated to take account of individual needs
- A whole school provision map is in place, as are class and individual provision maps.
- The SENCO will closely monitor the progress of children with SEND and use the data to inform future interventions and will also measure the impact of any intervention by evaluating progress of the children taking part

### **Increasing accessibility - getting about**

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of Occupational Therapists is disseminated and followed
- Use of any recommended equipment e.g. sloping boards, move'n'sit cushions and pencil grips
- Support staff to assist pupils with personal care as specified by clinical plans
- Some modified toilet facilities for individual needs
- Sensory circuits are designed for individual children where there is a need
- Funky Fingers and Funky Feet clubs when appropriate
- The school has an Accessibility Plan which is regularly reviewed
- Sports clubs designed with specific children or needs

#### Access to modified equipment and technology devices

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Laptops appropriate to the age and need of the child

- Where specific resources and equipment are needed that, are not part of the Ordinarily Available Provision, additional funding from either the Notional Budget or an EHCP plan will be used to assist with meeting needs.

#### **Partnerships with External Agencies**

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

#### Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- SENCO available at all Parents Evenings
- Referrals to outside agencies as required
- Speech and Language yearly liaison meeting with SENCO
- Speech and language sessions attended by school staff where appropriate
- Sensory Support – help and advice
- Educational Psychologist – assessments, reports and advice
- Occupational Therapy – help, advice and reports
- Community Paediatrician – including SENCO attendance if requested by parents
- Advice from ISAT (Inclusion Support Advisory Team) and outreach support from Complex Needs Team (CNT)
- Specialist nurses as required
- Social services as required
- Bromley Wellbeing for additional counselling support
- Bromley Children Project
- Access to medical interventions:
- Use of individualised care plans – which are reviewed termly by the School Nurse
- Referrals to a Paediatrician if required
- Referrals to CAMHS/Bromley Wellbeing if required

Agency	Description of Support
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<p>Inclusion Support Service</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• SEN Team</li> <li>• CNT</li> </ul> <p>Sensory Support Service</p>	<p>Dr. Elizabeth Kilbey works with our school</p> <p>We work closely with the ISAT team. (Inclusion Support Advisory Team) – Carol Pyne is our link professional with ISAT. Deborah Sallows is the Bromley EHCP co-ordinator currently linked to our school</p> <p>Complex Needs Team – where necessary the SENCO will work with the Complex Needs Team to ensure provision is appropriate, accurately targeted and assessed against outcomes appropriate to specific needs and our designated professional from the CNT is Sarah Stark</p> <p>Available for help and advice when required.</p>
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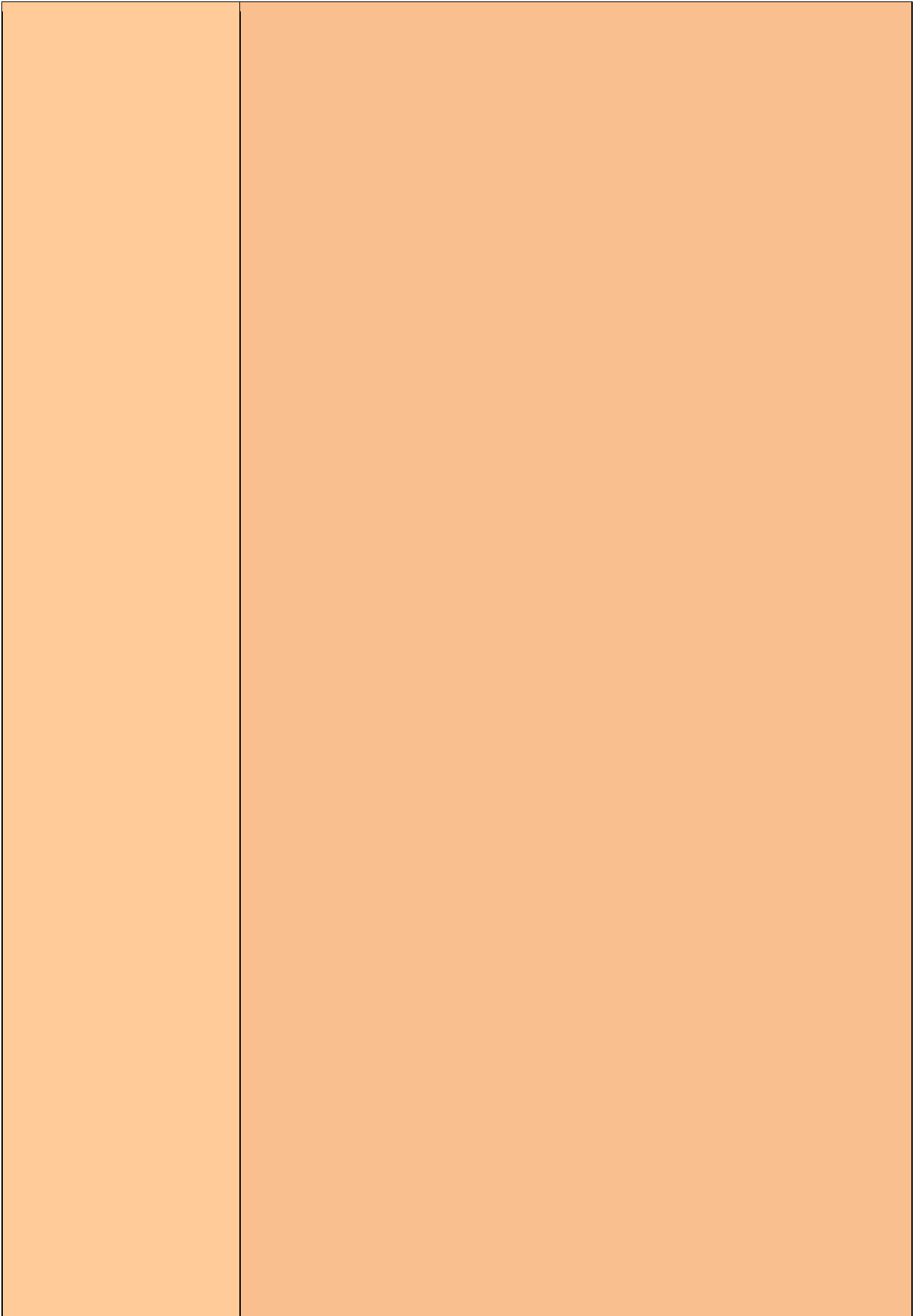
<p>Paediatric services</p>	<p>Phoenix Children’s Resource Centre. (Community paediatricians)</p>
<p>Speech and Language Therapy</p>	<p>School may refer as required and implement recommendations following specialist assessment.</p>
<p>Occupational / physiotherapy</p>	<p>After consulting with the class teacher and SENCO, it may be necessary to refer to one of our outside agencies. We have built up strong relationships with these teams and they help us overcome any difficulties individual pupils may be facing.</p>
<p>Paediatric Services</p>	<p>School works closely with the Phoenix Centre and the Community Paediatricians</p>

<p>Bromley Wellbeing</p>     <p>Mental Health Trailblazer Project</p>	<p>Bromley Wellbeing is a self-referral service which is a single point of access for the emotional wellbeing of young people under the age of eighteen living in Bromley. Referrals can be made by the young person, parent or professionals during office hours.</p> <p>Tel: 020 3770 8848 Fax: 020 3121 3005 <a href="mailto:info@bromleyy.org">info@bromleyy.org</a></p> <p>St. Mary’s is part of the national Mental Health Trailblazer project working in collaboration with practitioners from Bromley and Mr. McNicholas the school’s Mental Health and Wellbeing Leader. The project targets children from years 4-6 and is a bespoke service whose offer includes: parent workshops, class and smaller group sessions, transition workshops for year 6. The practioners are regular visitors in school and have regular Child of Concern meetings with members of staff.</p>
<p>Information, Advice and Support Service (IASS)</p> <p><a href="http://www.bromley.gov.uk/parentpartnership">www.bromley.gov.uk/parentpartnership</a></p> <p>Helplines: 020 8461 7630</p>	<p>The Information, Advice and Support Service (IASS) offers free, impartial information, advice and support in confidence for:</p> <ul style="list-style-type: none"><li>• Parents and carers of children with special educational needs and disabilities (SEND)</li><li>• Children and young people with special educational needs or disabilities</li><li>• Parents of all children on their child's transition from preschool to primary school and onto secondary school</li></ul> <p>We provide:</p> <ul style="list-style-type: none"><li>• Helpline and email support (phone lines are open between 9.30am-1pm and 2-4pm)</li><li>• Meetings in a local Children &amp; Family Centre or in central Bromley to discuss difficulties</li><li>• Independent Volunteer Supporter (IVS) assistance at meetings</li><li>• Help communicating with professionals (letter writing, emails, phone calls)</li><li>• Support to achieve positive outcomes at meetings and reviews</li><li>• Guidance on Education Health &amp; Care Plans (EHCPs) and Transition Reviews</li><li>• Mediation at all stages with schools and the Local Authority</li></ul>



<p>Bromley Parent Voice</p>	<p><a href="http://www.bromleyparentvoice.org.uk">www.bromleyparentvoice.org.uk</a></p> <p>Bromley Parent Voice (BPV) is a voluntary group of parents and carers of children and young people (0-25) with special/additional needs and disabilities (SEND) living in the London Borough of Bromley</p>
<p>Bromley Children's Project</p>	<p>Bromley Children Project</p> <p>The project is a borough wide service that supports families living in Bromley to create a safe, secure and happy environment for all children, by reaching out to expectant parents, current parents and young people aged up to 18 years; particularly those who are struggling and are in need of additional help.</p> <p>The Bromley Children Project is linked to all Children and Family Centres, and works with private, voluntary and independent Early Years providers in the borough.</p> <p>The Children and Family Centres are open to all families although our services are targeted at families with children aged 0-5 and expectant parents.</p> <p>Aims</p> <p>Support families with children aged under 18 by offering quality targeted parenting courses and one to one family support.</p> <p>Provide impartial information, advice and support for parents of children with special educational needs.</p> <p>Provide impartial information and advice for all parents on their child's transition from primary school to secondary school.</p> <p>Help all children make the most of their time at school by empowering parents, encouraging them to be enthusiastic and involved in their children's education, and to continue their own education and training. Information, Advice and Support Service This service provides:</p> <p>Impartial information, advice and support for parents of children with special educational needs.</p> <p>Information and advice for all parents on their child's transition from primary school to secondary school.</p> <p>Courses and workshops</p> <p>We offer a comprehensive range of courses and drop in sessions for parents and their children through our Children and Family Centres, such as:</p> <p>Support for those who have experienced or witnessed domestic abuse.</p> <p>Parenting courses.</p> <p>Baby massage.</p> <p>Healthy eating.</p> <p>Targeted support groups.</p> <p>Midwives clinic, baby clinic and breast feeding support.</p>





<p>Neighbouring Local Authorities</p>	<p>Our sessions are ideal for parents and their children aged under five focusing on child development, school preparation, family support and parenting, health and wellbeing and acquiring new skills.</p> <p>If you live in a neighbouring LA, the following websites might be helpful if you encounter a problem:</p> <p><a href="#">Neighbouring+Councils_percent_26_percent_2303_26+Inclusion+Services.pdf</a></p>
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**Information and Guidance:**

Who should I contact to discuss the concerns or needs of my child?

If you have concerns about your child you should speak to your child’s class teacher first. You may then be directed to the SENCO.

<p>Class teacher</p>	<p>Applying the school's SEN policy.</p> <p>He / she is responsible for:</p> <p>Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.</p> <p>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</p>
<p>Head teacher: Mrs. Isobel Vassallo</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"><li>○ The day to day management of all aspects of the school, including the provision made for pupils with SEN</li></ul>
<p>Special Educational Needs Coordinator (SENCO) Mrs Sarah Durand Email: <a href="mailto:SENCO@stmaryscp.co.uk">SENCO@stmaryscp.co.uk</a></p>	<p>She is responsible for:</p> <ul style="list-style-type: none"><li>○ Coordinating provision for children with SEN and developing the school's SEN policy</li><li>○ Ensuring that parents are:  Involved in supporting their child's learning and access</li></ul>

	<ul style="list-style-type: none"> <li>• Kept informed about the range and level of support offered to their child</li> <li>• Included in reviewing how their child is doing</li> <li>• Consulted about planning successful movement (transition) to a new class or school</li> <li>• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> <li>• liaising with and advising fellow teachers</li> <li>• managing learning support assistants</li> <li>• overseeing the records of all children with special educational needs</li> </ul>
<p>SEN Governor: Mrs Bianca Johnston</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>○ The day to day management of all aspects of the school, including the provision made for pupils with SEN</li> </ul>
	<p>She is responsible for:</p> <p>Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.</p>
<p>Complaints</p>	<p>If, after trying all of the above, you are still unhappy, please contact the school office for a copy of the complaints procedure. Your complaint will be followed up in accordance with our normal complaints procedure.</p>

**Assessment, Planning and Review**

How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

This additional support is documented in an individual provision map. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held regularly. Parents, relevant external agencies and when appropriate, pupils are invited to reviews and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer.

### **Tests and Examinations: Access Arrangements**

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

**Curriculum and Teaching Methods (including groupings and interventions)** How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

## **Transition**

How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

### **When moving to another school:**

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals We will ensure that all records are passed on as soon as possible

### **When moving classes / forms in school:**

For some children with SEND a meeting will be arranged for parents to come into school and meet the the current teacher and the new teacher

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class / teacher

Social stories are written to help pupils who find transition difficult

### **In year 6-7 transition**

The SENCO and/or class teacher will attend the primary/Secondary Transition day meeting to discuss the specific need of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

## **Staffing Expertise**

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

We also have staff with specialised expertise and qualifications in school including:

SEND provision (The school has two qualified SENCOs)

Narrative therapy

Reading Recovery

Talk Boost

Accredited Training for Pupils with Autism



Accredited training for Pupils with Speech and Language Difficulties  
Restorative Approaches  
Elite literacy intervention  
“Fresh Start” phonics  
Drawing and Talking therapy  
Lego Therapy

Who do I talk to if I am unhappy with my child’s support or progress?

We have an “open door” policy. If you are unhappy, or are unsure about something, please liaise with the class teacher first and then with the SENCO, if you feel this is necessary. We aim to answer all your questions as clearly as we can. If follow-up meetings are required, this is also easily arranged. If you still feel that your concerns have not been addressed, our complaints policy can be collected from the school office.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

Web link to: <https://www.bromley.gov.uk/children-young-adults-disabilities-learning-needs>

The DfE Code of Practice –

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

We aim to work closely with our families and always encourage an “open door” approach. Our Local Offer was written with the whole school community in mind and various meetings have taken place with children, staff, parents and governors to ensure that we have included all of the necessary information and not missed vital information.

The report is updated every year and an annual meeting with parents is planned for every July so that parents can voice their opinions and suggest any amendments. Staff, children and governors are consulted throughout the year whenever the need is felt. Ideas are gathered during staff or governors meetings, school council meetings and class discussions. The SENCO also aims to undertake an annual survey of children who are on the SEN register to gather their opinions on the provision they receive. The SEND Information Report is an ever-changing document and the school is always open to scrutiny of its contents.