



St Mary's Catholic First School



Inclusion at St Mary's Catholic First School

We are a one form entry school which provides an inclusive, mainstream setting for children with SEND needs. Our intent is to provide a rich curriculum embedded in the Gospel values.

2019-20

Haycorns Pre school - 29 children

Reception Class - 29 children

Year 1 - 30 children

Year 2 - 30 children

Year 3 - 31 children

Year 4 - 34 children

We work collaboratively as a staff with parents to ensure that the needs of all children are met - to do this we meet half termly:

- to plan
- to review programmes
- to set small realistic targets for children
- To discuss the wellbeing of children to ensure their personalised programme is working effectively.

Mrs Paula Fearn and Miss Emily Simmonds are the St Mary's SENCo team. They liaise closely with class teachers and teaching assistants to ensure appropriate provision is put in place for children designated with SEND. They are also responsible for monitoring and evaluating these programmes and measuring the progress of pupils.

. Our team of highly skilled TA's support a range of children with the following needs:

Speech and Language

Dyslexia

SENSS

ASC

SEMH

Fine/Gross Motor Skills (Learn to Move)

All our staff are trained and given advice on how best to support the children within their class. The SENDCo team sources additional support as and when required.

We also have access to an independent Educational Psychologist; Jeremy Side.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

All members of staff at St Mary's are responsible for monitoring the progress of children.

Senior leadership/SENCo team, with the support of class teachers, track the progress of all children on a half termly basis and as a result of this tracking, children can be offered a variety of programmes to support many aspects of learning including:

- Wave 3 Maths
- 1st class@Number 1and 2
- ELSA
- Dorset Reading Partnership
- T4W Strategies
- Read, Write Inc Scheme

- Learn to move programme

- Reading with our Therapy Dog, Alfie

St Mary's has an open door policy, if you have any concerns about any aspect of your child's learning please speak first to the Class Teacher. A meeting can then be arranged with Mrs Fearn and/or Miss Simmonds,, to discuss any further support and/or provision.

How will the school staff support my child?

Each class at St Mary's has a designated Class Teaching Assistant who works closely alongside the Teacher.

They provide daily support to children both in the classroom during lessons or in a quieter learning zone for 1:1 or small group intervention.

We also provide a Quiet Lunch for children who have additional Sensory Needs.

We also have a well-resourced Sensory room for all children who have these additional needs to use.

The SENCo team also provide additional support and training to other members of staff to ensure the highest possible level of support.

When a child receives a programme of support from an outside agency, e.g. SENSS/OT/Speech and Language/Educational Psychologist/Physiotherapist we invite these professionals to school to train/explain how to implement/track these programmes to the Teacher/Teaching Assistant to ensure we are fully supporting your child.

How will the curriculum be matched to my child's needs?

When planning the curriculum for the children all staff ensure work across the curriculum is targeted at a level that all children can access. We strive to ensure work is differentiated to allow all children to achieve success.

The SENDCo team are available to provide support to teachers when planning and differentiating for children with specific learning difficulties as and when needed.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

At school we will know how your child is doing on a daily basis by observations within the classroom and tracking using our assessment systems.

Staff strive to build strong working relationships with the children and through PSHE can uncover any worries about learning children might have.

We are in regular contact with parents throughout the school year. We have:

- Meet the Teacher (October)
- Parents' evenings in the Spring term
- SEND parents drop in sessions (Termly)
- Open door policy to book an appointment on a daily basis
- Communication/home link books if deemed necessary
- School report and an opportunity to meet with the teacher (Summer Term)
- Pupil Premium meetings twice a year

For children who have a higher level of need we arrange meetings between Parents/Class teachers/SENCO/Outside Agencies e.g. Educational Psychologist or SENSS

What support will there be for my child's overall wellbeing?

At St Mary's all members of staff are there to support all aspects of a child's wellbeing.

We have three Teaching Assistants trained as ELSA's. They run two Lunchtime Clubs and provide weekly sessions to individual children and small groups to support their emotional needs.

We also have nurture groups and a Year 4 buddy system in use at playtimes and lunchtimes.

Mrs Fearn is a trained Registered Director who facilitates a Rainbows course which supports children who have suffered a loss through death, divorce or separation.

Mrs Bourne is trained as a Trauma Informed Practitioner which supports children's emotional well being.

Mrs Fearn and Miss Simmonds are trained to deliver a program called Trickbox to children and Parent to support the development of key areas for eg confidence and self esteem

What specialist services and expertise are available at or accessed by the school?

As part of our offer we can provide support from a number of external agencies they are:

Educational Psychologist - Jeremy Side

SENSS

Speech and Language - Sue Brazier who also provides ASD support

Occupational Therapy

Hearing and Vision Support

Behaviour support

EAL support

We are also able to access a "reach out" service and receive support from Specialist schools within Dorset.

What training are the staff supporting children with SEND have had or are having?

At St Mary's we strive to ensure that all members of staff are trained to support the needs of all children in their care.

Identified staff have had training to support targeted children with:

Literacy/Numeracy needs

ASD

ADHD

Dyslexia

OT needs

ELSA (emotional needs)

First Aid/Paediatric First Aid

When a child with SEND arrives in our school we ensure all training is put in place as soon as possible to address the needs of that child in a safe, effective way.

How will my child be included in activities outside this classroom including school trips?

At St Mary's we plan trips that allow all children to participate as fully as possible.

The staff member providing the trip will complete a risk assessment to ensure all eventualities are covered.

If deemed necessary we will provide additional adult support and on occasion, if required, parents of children with SEND will be invited on the trip. A qualified member of staff in First Aid attends every trip.

Parents of children with SEND may be invited to school to discuss certain aspects of the school trip with the class teacher and SENCO to allow a successful trip to take place.

How accessible is the school environment?

At St Mary's our Reception and Year 1 building is fully accessible for wheelchair users. Our main building does have wheelchair access for Year 2, the school hall, playground and disabled toilets. The Year 3 and 4 classrooms have a small drop and ramps would be provided if necessary.

How will the school prepare and support my child to join the school or the next stage of education and life?

St Mary's is part of the St Osmund's mini pyramid and part of DASP. We have a close working relationship with the Year 5 team to ensure smooth transition. Helen Pegram is employed as a Transition Mentor. She spends one day a week from February half term at school building a relationship with the children to support them with the move from First to Middle School. She then spends the Autumn term at St Osmund's to support the children who have transferred to the school. We also work with the two other mini-pyramids in DASP to support transition between our school and the other two Middle schools.

At St Mary's from entry children are supported and taught how to become increasingly independent through:

- personalised target setting
- class behaviour system
- super citizen playground scheme
- PSCHÉ
- Class teaching

How are the school's resources allocated and matched to children's special educational needs?

At St Mary's staff liaise regularly with the SENDCo to review targets set for children designated with SEND. The class teacher and SENDCo team monitor timetables on a half termly basis to ensure all the needs of the children designated with SEND are being met.

Half termly the SENDCo team meet with parents of children with SEND to review and update targets whilst discussing any new or additional needs for their child.

How is the decision made about what type and how much support my child will receive?

At St Mary's decisions are made as a result of meetings involving Parents, Teacher and SENCO. If we all feel that the support can be met in school then we decide on the provision and set targets. We then set a mutually convenient review date.

However if we feel your child has a higher level of need the SENCO will contact an outside agency for additional advice/support. A meeting will then be held with all involved with your child to discuss the best way to support their needs.

How are parents involved in the school? How can I be involved?

At St Mary's we value the input of parents and believe that together we can plan a support package to meet the needs of your child to ensure your child can fulfil their potential. We believe that communication is essential and always welcome you to discuss the SEND needs of your child.