



SEN Information Report / Local Offer Submission 2017/2018 (all schools)

Please submit your responses to Disc@reading.gov.uk

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: St Mary and All Saints C of E (Aided) Primary

Address: Wensley Road, Coley Park, Reading, RG1 6DU

Telephone: 01189015545

Email: senco@st-maryallsaints.reading.sch.uk

Website: www.st-maryallsaints.reading.sch.uk

Ofsted link: <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110002>



Head teacher: Mrs Margaret Bainbridge

SENCo: Mrs Mumtaz Bano

Contact: 01189015545

Date of latest Accessibility Plan: June 2017

Date completed: June 2017

To be reviewed: July 2019

By whom:

Name: Mrs Mumtaz Bano and Mr Rijk Van Der Merwe

Role: SENCO and Business Manager

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governors and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

*School to provide a general statement about what the school provides in box below

General Statement -

At St. Mary and All Saints C of E (Aided), we are a fully inclusive mainstream primary school complying with the requirements detailed in the Special Educational Needs Code of Practice (2014). In line with the Equality ACT 2010, we make reasonable adjustments to our practice, so that learning is accessible for ALL our pupils.

Regulations			School Response
1	The kinds of special educational needs for which provision is made at the school	Do you have children with SEND in your school? What kinds of SEND do those children have?	St Mary & All Saints CE Primary School provides for children with a range of learning difficulties, speech, language and communication needs, social, emotional and mental health difficulties and sensory and/or physical needs.
2	Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEND	How do you know if a pupil has SEN? How will I know if my child is receiving SEN support?	The school regularly monitors the progress of all children through Pupil Progress meetings and data tracking. Where children are identified as making less than expected progress, they will receive highly differentiated teaching to target their area/s of weakness. If this does not meet their needs, more specialised interventions will be offered and outside agencies, such as Speech and Language Therapy or the Educational Psychologist, may be asked to carry out assessments, following consultation with parents. The outcome of these assessments and any further actions are reported to the parents. If parents have concerns about their child’s progress, they should contact the

			class teacher in the first instance, followed by the SENCO.
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	School's SEND policy is reviewed annually and is available on the school's website. Other policies such as Medical Condition Policy, Absconding Policy, Intimate Care Policy etc. are available on request from the SENCO or school office.
3a.	How the school evaluates the effectiveness of its provision for such schools	How do you make sure that the SEN provision is helping pupils make better progress? How do you check other outcomes for children with SEND, such as independence and well-being?	The SENCO attends Pupil Progress meetings, where attainment and progress of all pupils, including those with SEND is discussed. The SENCO also monitors SEND interventions and reports to the Head teacher and SEND governors. Children are assessed before and after an intervention, to measure progress. If an intervention is not helping a child make better progress, it will be stopped and alternatives will be sought. Regular meetings are held with external professionals such as Speech and language therapists, Behaviour Support Team etc. to discuss the impact of their support on children's learning as well their behaviour and well-being. The Governing Body reviews policies and provision through Committee and full Governors meetings.
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	How do you check and review the progress made by pupils with SEN? How will I find out about the	Teachers regularly carry out assessments of children's progress, celebrating achievements and identifying areas for concern. Assessments are entered into a data system so that children's attainment and progress can be tracked over the year. Pupil Progress meetings are held every term, six times a year, to discuss children who are not making expected progress and identify strategies or interventions to support them, including seeking advice from external agencies;

		<p>progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>this is reviewed at the next meeting. In addition to teacher-parent meetings twice a year, if necessary, teachers also communicate with parents via phone or at the end of the school day.</p> <p>Provision for pupils with an EHCP is discussed at least once a year through an annual review, where the pupil, parents and other relevant professionals are invited to participate.</p>
3c	The school's approach to teaching pupils with SEND	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>We expect all our teachers to differentiate their teaching to meet the needs of all learners, through Quality First teaching. Our teachers are also offered appropriate training on different SEND needs prevalent at the school. Recommendations made by external professionals e.g. Educational Psychologists are also communicated to class teachers, so that reasonable adjustments can be made to make learning more accessible for pupils with SEND. If a child does not make an appropriate level of progress, alternative small group interventions are offered to accelerate their progress. Any additional support is recorded on a provision map, which is updated termly by the SENCO.</p>
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>In compliance with The Disability Discrimination Act 1995 and SEN and Disability Act 2001 (SENDA), we ensure that reasonable adjustments are made to the learning environment, e.g. adaptations in school building, so that there is an increased access to education for disabled pupils. The school's Accessibility Plan details relevant information on adaptations for SEND. Health and Safety and Absconding policies are also available on request.</p> <p>See 3c re: curriculum Within quality first teaching, teachers use</p>

			differentiated activities and resources to make learning accessible for all learners. If necessary advice is sought from outreach services, e.g. The Avenue.
3e	Additional support for learning that is available to pupils with SEND	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>We encourage all our children to become independent learners.</p> <p>However, depending on the severity of needs and the rate of academic progress, some children require additional support. In most cases, short-term small group interventions are offered to fill any gaps in learning. If needed and with parental consent, a range of external professionals are consulted for identification and assessment of pupils' specific needs, which in turn determines the provision offered in school.</p> <p>In exceptional cases, where a child presents significant difficulties and/or has entitlement though EHCP, 1:1 support is provided.</p>
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the</p>	<p>There is a range of extra-curricular activities on offer, during and outside school hours, for all our pupils, including those with SEND. A letter, listing these activities, is sent home every term.</p> <p>A thorough risk assessment is carried out before any external educational visits that also considers accessibility for those less able. In specific cases, the school organises accessible transport.</p>

		classroom, including school trips?	
3g	Support that is available for improving the emotional and social development of pupils with SEND	What support will there be for my child's overall well-being?	Within our quality first teaching, all children are able to access our PSHE curriculum. Some children need additional support that is provided by our trained staff, e.g. ELSA and external professionals, e.g. Play Therapist and Behaviour Support team. This support is carefully monitored and evaluated to ensure that specific children meet desired outcomes. We have clear behaviour and anti-bullying policies which are discussed regularly with the children.
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	Who should I contact if I want to find out more about how the school supports students with SEND? What should I do if I think my child may have a special educational need or disability?	The school's SENCO: Mumtaz Bano and the Assistant to the SENCO, Tracy Cooke can be contacted via the school office on 01189015545 or by email on: senco@st-maryallsaints.reading.sch.uk Or tracycooke@st-maryallsaints.reading.sch.uk If you are concerned about your child, you should discuss this with the child's class teacher, who will complete an Initial Concern Form. It is important to have both parental and teacher's views on the child's needs and also what strategies have already been tried. The information on this form will enable the SEN team to decide on appropriate assessments and provision for your child.
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	What training have the teachers and other staff who support children and young people with SEND had?	Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. Through an annual audit of training priorities and based on the understanding of the changing needs of our cohort, all staff are offered regular training opportunities, to further develop their knowledge and expertise of a range of different SENDs. This training is provided using in-house and external expertise

			during twilight sessions and INSET days.
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	SEND equipment and resources are ordered through an audit of needs. Some specialist equipment requiring additional funding is provided by the local authority or health services and in exceptional circumstances by the Diocese. The school is generally responsible for the maintenance of some specialist equipment.
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	Parents are encouraged to meet with the class teacher both informally and at twice-yearly Parents' Evenings. We discuss children's progress and make suggestions about how to support their children's learning at home. Where children have Individual Educational Plans, these are shared with parents and are reviewed, at least, three times a year. Parents of children with a Statement or Education, Health and Care Plan (EHCP) are invited to an annual review meeting to discuss their progress over the year and identify new outcomes.
8.	The arrangements for consulting young people with SEN about, and involving them in their education	How will my child be involved in his/her own learning and decisions made about his/her education?	Class teachers discuss learning targets with the children and both verbal and written feedback helps children celebrate success and identify next steps in their learning. All children, including those with SEND, get opportunities to talk to their teachers and senior leadership team during Pupil Voice sessions. Children with Statements or EHC plans are encouraged to attend the annual review meeting to evaluate their own progress and identify areas where they would like more support.
9.	Any arrangements made by the governing body relating to the treatment of complaints from	Who can I contact for further information? Who can I contact if I am	See 4 re: SEND contact details Any complaints regarding SEND provision are dealt with according to the school's Complaints Policy, which is available from

	parents of pupils with SEND concerning the provision made at the school.	not happy about the SEN provision made for my child?	the school office.
10.	How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils	Who else provides services in school for children with SEN or disabilities? How can my family get support from these services?	All school policies and Local Offer relating to SEND are approved by the governors before making them available on the website. Where relevant, the SENCO coordinates support with external professionals, e.g physiotherapist, occupational therapist, social worker, SEND case officers. Where necessary, outreach services e.g. Cranbury College, offer consultations for teachers and parents to provide guidance on supporting children in school and at home.
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	Who should I contact to find out about other support for parents and families of children with SEN or disabilities?	Parents of SEND children can contact Reading's Independent Advice and Support (IASS - formerly Parent Partnership) on 0118 937 3421. Contact details of relevant support agencies can be found on RBC's local offer, which is published online in the Reading Services Guide: http://servicesguide.reading.gov.uk/kb5/reading/directory/home.page
12.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	How will you help my child make a successful move into the next class or secondary school or other move or transition?	On entry to our school, we aim to make all our learners and their families feel welcome. We ensure smooth transition for all children including those with SEND from one KS to another, within school. Children with additional needs can be offered a transition program, involving ELSA, transition booklets, additional visits to new class or secondary school. In relation to transition between schools, we work collaboratively with partner

			schools sharing information that will help learners move on successfully. In exceptional cases, children are accompanied to the new school by a familiar adult for a transition visit e.g. Learning Support Assistant.
13.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)	Where can I find out about other services that might be available for our family and my child?	See 11
14.	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review	What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes? How often will these reviews happen?	See 3b for information on assessment

15	Who can I contact for further information?	The school's SENCO: Mumtaz Bano and the Assistant to the SENCO, Tracy Cooke can be contacted via the school office on 01189015545 or
----	--	--

	by email on: senco@st-maryallsaints.reading.sch.uk Or tcooke@st-maryallsaints.reading.sch.uk
What is the complaints procedure?	Any complaints regarding SEND provision are dealt with according to the school's Complaints Policy, which is available from the school office.

Our external partners are	
Educational Psychologist	Shehreen Tariq
Speech & Language Therapist	Lizzi Hawkins and Clare Healey
Physiotherapist	Michaela Cowen

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?	<p>This year, some of our Learning Support Assistants have completed ELKLAN- an accreditation for speech and language support.</p> <p>The SENCO has attended MITA training- Maximising the Impact of Teaching Assistants and most of our teachers and LSAs have received MITA or MPTA training (Maximising the Practice of Teaching assistants).</p>
---	--

Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?	To be added in July 2017, after the Governors' approval
--	---