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.

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); 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.

<table>
<thead>
<tr>
<th>Intervention</th>
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<tbody>
<tr>
<td><strong>Access to learning and the curriculum</strong></td>
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<tr>
<td>Access to learning support staff</td>
</tr>
<tr>
<td>• Pupils are carefully tracked and support put in place where there is the greatest need.</td>
</tr>
<tr>
<td>• Regular intervention programmes in class</td>
</tr>
<tr>
<td>• Intensive programmes for key skills</td>
</tr>
<tr>
<td>Strategies/programmes to support speech and language</td>
</tr>
</tbody>
</table>
- Referral to Speech and Language therapy after consultation with parents
- Narrative Therapy sessions in reception classes and Talk Boost classes in Year 1
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Speech and Language therapist employed for one day per week to help staff with groups and individuals
- 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

**Strategies to support/develop literacy inc. 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, alphasmarts, sloping boards, move’n’sit cushions
- Sensory support for visually/hearing impaired pupils

**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
- “Red Book” assembly takes place every Monday to celebrate achievement and success in the school. (This is not necessarily academic achievement.)
- The school employs a counsellor for a day each week. The counsellor works with the children and also with their families.

**Mentoring activities**
- Older children regularly pair up with younger children for reading activities

**Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)**
- Transition support
- The school employs a trained and qualified counsellor for two days every week to address the emotional needs of the children
- Reduced or modified timetables
- 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
• Contact/liason with parents
• Referral to Bromley Wellbeing after liaison with parents

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” is a lunchtime club for invited pupils with co-ordination difficulties
• Prefects and buddy system

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 every half-term 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
• Funky Fingers club when appropriate

Access to modified equipment and ITC
• Specialist equipment as required on an individual basis to access the curriculum
• Software to support learning
• Netbooks appropriate to the age and need of the child

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
- 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
- Referrals to a Paediatrician if required
- Referrals to CAMHS/Bromley Wellbeing if required

<table>
<thead>
<tr>
<th>Agency</th>
<th>Description of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion Support Service</td>
<td>Our attached Educational Psychologist is: Kiera Farrelly</td>
</tr>
<tr>
<td>- Educational Psychology</td>
<td>We work closely with the ISAT team. (Inclusion Support Advisory Team). Our case worker</td>
</tr>
<tr>
<td>Service</td>
<td>in Susanna Pons</td>
</tr>
<tr>
<td>SEN Team</td>
<td>Available for help and advice when required.</td>
</tr>
<tr>
<td>Sensory Support Service</td>
<td>Phoenix Children’s Resource Centre. (Community paediatricians)</td>
</tr>
<tr>
<td>- Paediatric services</td>
<td>School may refer as required and implement recommendations following specialist assessment.</td>
</tr>
<tr>
<td>Speech and Language Therapy</td>
<td>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.</td>
</tr>
<tr>
<td>Occupational / physiotherapy</td>
<td>School works closely with the Phoenix Centre and the Community Paediatricians</td>
</tr>
<tr>
<td>Paediatric Services</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Bromley Wellbeing             | Tel: 020 3770 8848
|                               | Fax: 020 3121 3005
|                               | info@bromleyy.org
**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.

<table>
<thead>
<tr>
<th>Class teacher</th>
<th>Applying the school’s SEN policy.</th>
</tr>
</thead>
</table>

### Information, Advice and Support Service (IASS)

The Information, Advice and Support Service (IASS) offers free, impartial information, advice and support in confidence for:

- Parents and carers of children with special educational needs and disabilities (SEND)
- Children and young people with special educational needs or disabilities
- Parents of all children on their child’s transition from preschool to primary school and onto secondary school

We provide:

- Helpline and email support (phone lines are open between 9.30am-1pm and 2-4pm)
- Meetings in a local Children & Family Centre or in central Bromley to discuss difficulties
- Independent Volunteer Supporter (IVS) assistance at meetings
- Help communicating with professionals (letter writing, emails, phone calls)
- Support to achieve positive outcomes at meetings and reviews
- Guidance on Education Health & Care Plans (EHCPs) and Transition Reviews
- Mediation at all stages with schools and the Local Authority

### Bromley Parent Voice

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.

[www.bromleyparentvoice.org.uk](http://www.bromleyparentvoice.org.uk)

### Neighbouring Local Authorities

If you live in a neighbouring LA, the following websites might be helpful if you encounter a problem:

[Neighbouring+Councils%26+SEN%26+Inclusion+Services.pdf](http://Neighbouring+Councils%26+SEN%26+Inclusion+Services.pdf)
<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher: Mrs. Isobel Vassallo</td>
<td>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. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</td>
</tr>
<tr>
<td>Special Educational Needs Coordinator (SENCO)</td>
<td>She is responsible for: o The day to day management of all aspects of the school, including the provision made for pupils with SEN</td>
</tr>
<tr>
<td>Mrs Sarah Durand</td>
<td>She is responsible for: o Coordinating provision for children with SEN and developing the school’s SEN policy o Ensuring that parents are: • Involved in supporting their child’s learning and access • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is doing • Consulted about planning successful movement (transition) to a new class or school • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • liaising with and advising fellow teachers • managing learning support assistants • overseeing the records of all children with special educational needs</td>
</tr>
<tr>
<td>SEN Governor: Mrs Helen Thomas</td>
<td></td>
</tr>
</tbody>
</table>
Complaints

She is responsible for:
- The day to day management of all aspects of the school, including the provision made for pupils with SEN

She is responsible for:
- Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

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.

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:**

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 one qualified Senco and one in training.)
- Narrative therapy
- Talk Boost
- Accredited Training for Pupils with Autism
- Accredited training for Pupils with Speech and Language Difficulties
- Specialist dyslexic teaching
- Restorative Approaches
- Elite literacy intervention
- “Fresh Start” phonics
- Drawing and Talking 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 you concerns have not be 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://bromley.mylifeportal.co.uk/aboutthelocaloffer/

The DfE Code of Practice –

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.