

# MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

**The Local Offer from schools, settings and colleges**

*St MARY'S CATHOLIC PRIMARY SCHOOL, WIMBLEDON*

October 2016



**St Mary's Catholic  
Primary School**

**To be the best that we can be.**

We are uniquely created by God,  
Each of us is equally valued and cherished for who we are.

Together we **learn** and grow with God.  
Together we **support** and motivate one another.  
Together we **respect** each other and the world in which we live.  
Together we **forgive** as God forgives us.  
Together we **inspire** lively and enquiring minds.  
Together we **encourage** creativity, independence and responsibility.

Together we are home, school, parish, community.  
We work together through the Gospel values central to the Catholic faith.



**Head teacher:** Marianne Macdona  
**Safeguarding Lead:** Suzanne Dorrان

**Inclusion Manager:** Benjamin Martin  
**SEN Governor:** Denise Tiri

<p><b>1. How does St Mary's School know if a child/young person needs extra help?</b></p>	<p><b><i>At St Mary's school we know if a child / young person needs help when:</i></b></p> <ul style="list-style-type: none"> <li>• They are not making expected progress (academically, developmentally, physically, socially or emotionally).</li> <li>• They are demonstrating difficulty in a specific area e.g. spelling, handwriting, or communication.</li> </ul> <p><b><i>The skills and experience being used to identify the needs of your child are:</i></b></p> <ul style="list-style-type: none"> <li>• Teachers know the children in their class well and are able to identify early on when a child is demonstrating additional need or difficulty in a particular area. If there is a concern, your child will be closely tracked and monitored and in-class differentiation, support and intervention will be put in place as appropriate. A difficulty in a particular area does not necessarily mean that your child has special needs or that they will need to go onto the school's register of special needs.</li> <li>• You, the parents, are the first educators of your child and as such you may be the first to raise a concern (particularly with younger pupils). If this is the case and you have a concern, please speak to your child's class teacher, the Inclusion Manager or the Head Teacher to discuss the situation and agree a plan of action.</li> <li>• If in spite of in-class monitoring, support, and intervention, the rate of your child's progress does not show sufficient improvement the Inclusion Manager will be informed by the class teacher and a record of the specific concern or area of need will be written up. At this stage, the pupil will be monitored at a Monitoring level and progress will be closely tracked. A plan of action will be agreed between the class teacher and the Inclusion Manager and your child's ongoing progress will be checked and discussed between the class teacher and Inclusion Manager at their termly Inclusion Review Meetings. Should your child make the required improvement and show expected progress then no further action will be taken but we will continue to monitor them closely to ensure that they stay on track.</li> <li>• If sufficient improvement is not observed and there are still concerns, you will be invited to attend a meeting with the Inclusion Manager and the class teacher to discuss what is happening and to agree a plan to move forward. It may be necessary at this stage to put the child onto the school's SEN register and to draw up a Learning Support Package, including an individual Timetable of Support and targets designed to address your child's specific needs. Specific targets are written and reviewed on a termly basis and a copy will be sent home for you to read, sign and comment on with the approach of Plan, Do, Assess and Review.</li> <li>• Your child will only be put onto the school's register of special needs with your permission. If it is felt that the school needs specialist advice to best help your child make progress then a professional from an outside agency may be invited to observe / assess your child and to provide the school with an assessment report and strategies for support. This will only be done with your permission.</li> <li>• There are parent consultation evenings held each term (3x per year) at which you may discuss your child's progress with their class teacher. In addition to this you will be invited for 3 separate meetings with your child's class teacher (1 x termly) in order to discuss your child's specific needs and targets (<i>SEN Parents' Consultation Meeting</i> ). These meetings are designed to be a shared approach to your child's needs and ensure that school and home are communicating effectively and working together to help your child.</li> <li>• You may make an appointment to speak to your child's class teacher or the Inclusion Manger to discuss any additional needs at any time during the year.</li> </ul>
<p><b>2. What should I do if I think my child/young person may have SEN?</b></p>	<p><b><i>If you think that your child or young person may have special educational needs you should contact the school. In the first instance you should speak to your child's class teacher and they will inform the Inclusion Manager. Alternatively you may contact the Inclusion Manager or Head Teacher directly.</i></b></p> <p><b><i>The school will discuss any concerns regarding your child's special educational needs and wellbeing with you by:</i></b></p> <ul style="list-style-type: none"> <li>• In the first instance this will typically be done via a meeting with your child's class teacher and / or the Inclusion Manager. The Head Teacher may also be present.</li> <li>• Further communication usually takes place via meetings, or by letter, telephone or email.</li> </ul>

	<p><b><i>You may contact the school to discuss any concerns you may have regarding your child's special educational needs and wellbeing via the following channels:</i></b></p> <ul style="list-style-type: none"> <li>• Informal or ad hoc discussions / meetings (with the class teacher, Inclusion Manager or Head Teacher)</li> <li>• Formal discussions / meetings (with the class teacher, Inclusion Manager or Head Teacher)</li> <li>• Email</li> <li>• Telephone</li> <li>• Letter</li> </ul> <p>Any of these systems for communication may be accessed by making an appointment through the school office or directly with the person you would like to discuss your concerns with. All contact details may be found at the end of this document.</p> <p><b><i>What if my child does have special educational needs?</i></b></p> <ul style="list-style-type: none"> <li>• If after discussion between you and the school (and consultation with relevant professionals as necessary) it is agreed that your child does have special educational needs and requires additional support, intervention or adaptation, they will be placed on the school's register of special needs. Support and intervention will be provided by the school and in some cases additional support from professionals from outside agencies such as the Speech and Language Therapy Team may also be provided. This is dependent on your child's area and level of need and on the resources available.</li> <li>• If a greater level of support is required in order to enable your child to access learning and make progress (beyond that which is able to be provided by the school) it may be necessary to apply for an Educational Health Care Plan (EHCP). For any applications from September 2014 an EHCP will be issued instead of a Statement of Special Educational Needs (which some children and young people currently have). If this is the case for your child, the school will support you with making this application.</li> </ul>
<p><b>3. How will I know how St Mary's School supports my child/young person?</b></p>	<p><b><i>You will know how St Mary's School supports your child through regular home-school communication. Children with special educational needs have specific targets set and a Learning Support Package, including an individual Timetable of Support is written and reviewed each term. These are shared with parents and may be discussed at the SEN Parents' Consultation Meetings that take place each term. Additional meetings may be arranged as required.</i></b></p> <p><b><i>Support plans and individual timetables are developed by:</i></b></p> <ul style="list-style-type: none"> <li>• The class teacher, in conjunction with the Inclusion Manager and other staff who are supporting your child, meet each term to discuss your child's individual needs, set targets and review progress towards previous targets set. The resulting IEP is shared with you so that home and school can both help and support your child with working towards meeting their targets.</li> <li>• Professionals from outside agencies such as the Speech and Language Therapy Team, The Language, Behaviour and Learning Team, or the Educational Psychology Team may be involved if further advice is needed in order to better understand your child's needs. Their advice and recommendations are used to inform the school when setting targets and when considering the best teaching and learning strategies for your child.</li> </ul> <p><b><i>The appropriate package of support for your child is decided by:</i></b></p> <ul style="list-style-type: none"> <li>• Careful identification and consideration of your child's specific needs (in consultation with you, school staff, and outside agencies / other professionals where appropriate).</li> <li>• Consideration of teaching and learning strategies that are best suited to meet the needs of your child (in consultation with key stakeholders as described above).</li> <li>• Consideration of resources, staff and time available.</li> </ul> <p><b><i>The evidence base used may include:</i></b></p>

- Work samples and teacher assessments.
- Information from you.
- Observations of your child (by class teacher / support staff / Inclusion Manager).
- Assessments and reports from outside agencies and other professionals.

***The decision to provide additional adult support for your child is made using the following strategies:***

- If your child is not making expected progress or is demonstrating some difficulty within a particular area (or areas) of their learning, development or wellbeing, the class teacher will track and monitor the situation and discuss this with the relevant member of the leadership team (depending on the situation).
- If quality first teaching (that which is provided for all pupils by the class teacher), differentiation and support do not enable your child to show improvement then a plan will be put in place to monitor and support them in a more targeted way e.g. they may benefit from a higher level of adult support within some lessons.
- If improvement is still not observed with these strategies in place, it may become necessary to provide a higher level of support such as in-school intervention programmes or advice or assessment being sought from other professionals. Your views and permission will be requested at this point and the reasons for the decision explained. Should your child need to go on to the school's register of special needs to access ongoing specific and targeted support, you will be kept informed of targets and progress through termly Learning Support Package. (You are invited to discuss these at the termly SEN Parents' Consultation Evenings or you may wish to make an appointment to discuss this separately with the Inclusion Manager.)

***Is extra help always provided from within the school?***

- In the first instance, extra help will always be provided from within the school (levels of support subject to the specific needs of your child and the resources, time and staff available).
- Additional advice and support may be requested from other professionals if required.

***The school ensures that they are up to date and have the required skills in the following ways:***

- Staff are trained (both in-house and outside) in ways to support children with additional needs.
- The school employs the strategy of sending staff on a wide range of courses so that this can then be fed back and shared with colleagues.
- Support staff members are set targets that may include professional development targets as part of performance management.
- Where specific gaps or training needs are identified, additional training / advice / expertise is sought out and provided. This may include strategies such as going to observe staff in other schools or specialist settings or inviting key professionals to come in to school to train staff.

***Appropriately skilled people from outside the school provide input into the package of support for your child (and the implementation) in the following ways:***

- Where necessary and appropriate, advice and support is sought (by the school) from professionals from outside agencies who are specialised in particular areas. This may result in the school being provided with advice and strategies directly by that person or it may be that professionals come to school to carry out work with your child or that your child attends sessions outside of school. This will only be done with your permission. You will be involved in the process and will have the opportunity to talk to the person who will be working with your child. Your views and input are important and to put the best package of support in place for your child it is important that we work together.

- Where sessions with professionals from outside agencies are held at school, the school aims to have a member of support staff sit in and observe so that any follow up work and in-school support can mirror the techniques and strategies used. This also facilitates good channels of regular and ongoing communication between school staff and other professionals regarding the progress and wellbeing of your child.
- Where assessments take place, the school uses the targets and recommendations provided to tailor a package of support best suited to the needs of the individual pupil. This is reflected in the Learning Support Package that is written for each pupil on the school's register of special educational needs.

***Governors know what provision is needed and what their responsibilities are through the following means:***

***There is a dedicated governor for SEN. Her responsibilities are as follows:***

- To maintain regular contact with the Inclusion Manager
- To keep up to date with the current situation in school
- To provide support and advice as necessary
- To take part in the consideration of the allocation of resources
- To ensure that school policies are fully implemented
- Meetings between the SEN Governor and the Inclusion Manager take place each term.
- The curriculum committee are updated on inclusion each term in the committee meeting.
- The governing body as a whole receives the minutes of updates provided at curriculum committee meetings and these form part of the agenda for each full governing body meeting.

***The school checks that the provision for children with special educational needs is effective by:***

- Monitoring and evaluating intervention and support provided.
- Monitoring and tracking pupil progress.

***Do all children or young people needing extra help have Individual Education Plans (IEPs)?***

- In the first instance, pupils may be monitored at a pupil progress or monitoring level where some additional in-school support may be provided (such as additional small group support within a maths lesson). At this stage pupils do not have a Learning Support Package
- All pupils on the school's register of special needs have a Learning Support Package and this is reviewed each term.

**4. How will the curriculum be matched to my child/young person's needs?**

***The school's approach to differentiation is:***

- Differentiation means that tasks or resources may be adapted to best suit the needs, learning style and ability of your child. In the school's planning format specific pupil groups are explicitly referred to so that differentiation can be tailored to meet the needs of all learners.
- Information pertaining to specific pupil groups and children's levels of attainment are on all weekly planning documents so as to allow teachers to provide differentiation that is specifically targeted towards the levels and needs of individual pupils.
- The school's philosophy towards planning and differentiation is that all learners must be stretched and challenged as well as supported through scaffolding.

***Specific individual education programmes and programmes of intervention are planned and delivered by:***

- These are planned by class teachers in collaboration with the Inclusion Manager and the member/s of staff who will be providing the support or delivering the programme.
- Strategies for support and programmes of intervention are planned based on recognised schemes, known successful strategies and on

- the advice of professionals from outside agencies where appropriate.
- As much as possible, additional support is provided within the classroom.
- Programmes of intervention are time bound and specific aims are set.
- Programmes are delivered on a 1:1 or group basis depending on your child's specific area and level of need.
- Some programmes are delivered by support staff, some by specialists or other professionals from outside agencies, some by senior leaders and others by teaching staff.

***The curriculum is differentiated and organised for your child by:***

- The school recognising and understanding the needs of your child.
- Gaining advice on how best to meet your child's needs and facilitate their learning.
- Adapting curriculum material and physical resources as required ensuring that your child is able to access learning in all areas of the curriculum.

***Children access the whole curriculum if specialist equipment is needed by:***

- The school ensuring that they recognise and understand the needs of your child including where specialist equipment may be needed to provide full access to the curriculum.
- Ensuring that expert advice is sought on the specific equipment your child needs to ensure that they have full access to the curriculum.
- The school providing specific training for all staff members who will be working with and supporting your child on how to use and manage the equipment.
- The school ensuring that the equipment is has undergone the relevant safety checks, risk assessment and maintenance procedures.

***The level of support that is reliant on TA / Additional Support / Class teacher is determined by:***

- The level of support and who provides it depends upon the specific needs of your child. (Funding may also be a factor).
- If specific training is needed in order to for the school to meet the needs of your child, all staff working with them will be trained and in some cases (such as in the administration of EpiPen) the whole staff will be trained.

**5. How will the school know how well my child/young person is doing?**

***Attainment and progress are measured and monitored for all pupils by:***

- The school has robust systems in place for the ongoing assessment and tracking of all learners.
- Progress and attainment are currently measured against the National Curriculum for pupils from years 1-6 and against the Early Learning Goals for pupils in Nursery and Reception classes.
- In house and external moderation procedures are in place to ensure that judgements regarding progress and attainment are sound.
- There are end of Key Stage assessments for pupils in years 6.
- Assessment of all individual pupils is managed by class teachers.
- Attainment and progress is then monitored and analysed by key stage and senior leaders. This includes tracking of specific pupil groups.
- All children are continuously assessed throughout the school year by the class teacher.

***The school tracks the attainment and progress of groups and individuals by:***

- The Deputy Head (Assessment Coordinator) oversees the assessment process throughout the school and analyses data for individuals and according to specific pupil groups. He works with class teachers and key stage leaders to identify any pupils who are not on track and measures are put in place to address any gaps.
- Key stage leaders track and analyse data for their key stage, including looking at progress and attainment for specific pupil groups.

	<p><b><i>The school will meet the social, emotional and educational needs of pupils and measure progress by:</i></b></p> <ul style="list-style-type: none"> <li>• Living out Gospel values and upholding the Catholic ethos of the school.</li> <li>• Ensuring that children have lessons on Circle time and personal, social and health education (PSHE) where they have the opportunity to explore themes and ideas beyond the academic side of the curriculum.</li> <li>• The school employs a Jigsaw4U worker who is at school for one day each week. She works with pupils who have been referred to her for specific reasons and also provides drop-in sessions where pupils may go and speak to her about anything that may be troubling them.</li> <li>• Class teachers know their pupils well and take the time to listen to them. Children are provided with a good support network.</li> <li>• Facilitating social skills groups (social communication and social interaction) for children with social, emotional or communication needs.</li> <li>• Children with additional needs may be invited to select a member of staff to be their mentor or go-to person.</li> <li>• The school will ensure that it provides a fully inclusive environment with access for all pupils.</li> </ul>
<p><b>6. How will I know how well my child/young person is doing?</b></p>	<p><b><i>Opportunities for you to discuss your child's progress with staff are as follows:</i></b></p> <ul style="list-style-type: none"> <li>• As per our school policy, you are welcome to make an appointment to discuss your child's progress with their class teacher or a senior leader of the school at any time.</li> <li>• For pupils on the school's register of special needs a termly Learning Support Package, including an individual Timetable of Support is written by the class teacher and the Inclusion Manger and this will be shared with you. You have an opportunity to discuss this at the termly SEN Parents' Consultation Meetings (in addition to apparent consultation meetings each term with your child's class teacher). A letter also accompanies the Learning Support Package when it is sent home which invites you to make an appointment with the class teacher or Inclusion Manager if you would like to discuss the specific targets and progress made towards them.</li> </ul> <p><b><i>You will know what expected progress is because:</i></b></p> <ul style="list-style-type: none"> <li>• The school holds academic open evenings where expectations regarding progress and attainment are explained and discussed.</li> <li>• Regular parents' forums are held where information about progress, attainment and levels is shared and discussed. At the termly SEN Parents' Consultation Meetings (in addition to apparent consultation meetings each term with your child's class teacher).</li> <li>• At end of each academic year when end of year reporting takes place.</li> <li>• Parents are welcome to contact the class teacher or a senior leader of the school with any questions regarding progress.</li> </ul> <p><b><i>The school keeps in regular touch with parents by:</i></b></p> <ul style="list-style-type: none"> <li>• Weekly newsletters</li> <li>• Letters regarding specific topics or events</li> <li>• The school website</li> <li>• Email and text messages to relay information</li> <li>• Shared home / school documents e.g. reading records and homework folders</li> <li>• Open door policy whereby parents may make an appointment to meet with a member of staff at any time</li> <li>• Parents' Forum</li> <li>• Termly Parents' Consultation Meetings (where your child's books will be available for you to look at)</li> <li>• Open classroom visits</li> </ul> <p><b><i>For pupils with no EHC plan, review meetings are organised as follows:</i></b></p> <ul style="list-style-type: none"> <li>• If your child currently holds a statement of special educational needs (SEN), formal review meetings are held annually. All stakeholders involved are invited to attend and contribute. The relevance and the validity of the statement of special needs are discussed and an action</li> </ul>

plan for moving forward is agreed.

- If your child has a statement of SEN an additional interim review will be held approximately 6 months after each annual review as a means for stakeholders to meet and discuss progress towards current targets and ongoing needs.
- The progress of pupils with a statement of SEN is also reviewed at the termly inclusion meetings held in school between the class teacher, Inclusion Manager and support staff where the Learning Support Package is reviewed and updated. The reviewed and the new targets will be shared with you.
- In addition to this you will be invited for 3 separate meetings with your child's class teacher (1 x termly) in order to discuss your child's specific needs and targets (*SEN Parents' Consultation Meeting* ).

***For pupils with an EHC plan, review meetings are organised as follows:***

- If your child currently holds an Education Health Care Plan (EHC plan) formal review meetings are held annually. All stakeholders involved are invited to attend and contribute. The relevance and the validity of the statement of special needs are discussed and an action plan for moving forward is agreed.
- If your child has an EHC plan an additional interim review will be held approximately 6 months after each annual review as a means for stakeholders to meet and discuss progress towards current targets and ongoing needs.
- The progress of pupils with an EHC plan is also reviewed at the termly inclusion meetings held in school between the class teacher, Inclusion Manager and support staff where the Learning Support Package is reviewed and updated. The reviewed and the new targets will be shared with you.
- In addition to this you will be invited for 3 separate meetings with your child's class teacher (1 x termly) in order to discuss your child's specific needs and targets (*SEN Parents' Consultation Meeting* ).

***For pupils on the SEN Register at school, review meetings are organised as follows:***

- Pupils on the SEN register but without a statement of SEN or an Education Healthcare Plan (EHCPs come into effect from September 2014) do not have review meetings in the same way. For these pupils there are termly reviews and target setting meetings held between the class teacher, Inclusion Manager and support staff. The resulting Learning Support Packages are shared with parents and carers. In addition to this you will be invited for 3 separate meetings with your child's class teacher (1 x termly) in order to discuss your child's specific needs and targets (*SEN Parents' Consultation Meeting* ).

**7. How will you help me support my child/young person's learning?**

***Regular contact is maintained in the following ways:***

- This varies depending on the age of your child and their individual needs. Methods of home / school communication may include a home / school communication book, informal meetings with the class teacher, updates from learning support assistants comments in homework books / reading records / learning journeys.

***Parents are offered the opportunity to support their child out of school in the following ways:***

- On your child's Individual Learning Support Package there is information provided about specific ways in which you can help your child to meet their targets through support at home.
- You may request more detailed information from your child's class teacher or the Inclusion Manager on how to support specific areas of learning at home.
- Information (e.g. the school's calculation policy) is available on the school website to enable you to support children with homework and

	<p>other learning activities using the same methods as the children use at school.</p> <ul style="list-style-type: none"> <li>• Academic forums provide information about methods and strategies used at school so that we are better able to work together to support your child.</li> <li>• Homework tasks reflect the learning that takes place inside the classroom so is an opportunity to extend the learning outside of school.</li> </ul> <p><b>Training / learning events provided for parents include the following:</b></p> <ul style="list-style-type: none"> <li>• Academic forums and Read, Write, Inc sessions are held regularly to inform parents of methods of teaching and learning used at school so that they can use similar methods to support at home.</li> </ul> <p><b>You can be involved in planning support and provision in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Attending parents' forums and completing parental questionnaires help to inform the school about your thoughts and ideas regarding the planning and provision of support for specific needs at school.</li> <li>• You can speak to your child's class teacher, learning support assistant or senior leader about your thoughts regarding specific provision for your child.</li> <li>• Your child's individual targets will be shared with you each term and your comments and input are welcomed.</li> </ul>
<p><b>8. What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal or medical needs be met?</b></p>	<p><b>Pastoral, medical and social support available for children with special educational needs (SEN) include the following:</b></p> <ul style="list-style-type: none"> <li>• There is a strong pastoral support system in place for all children in the school.</li> <li>• There are trained first aiders available to provide medical support.</li> <li>• There are social skills groups in place for children who may have difficulties with social or emotional interaction or communication. This includes support for children during breaks and lunchtimes</li> <li>• There is a weekly Jigsaw4U drops-in session available for children to discuss anything that they may be worried about.</li> <li>• Children with social, emotional or behavioural needs are invited to choose a staff mentor to support their needs as required.</li> </ul> <p><b>Support available to improve attendance, support behaviour and avoid exclusions include the following:</b></p> <ul style="list-style-type: none"> <li>• Attendance at St Mary's is very high (one of the highest in the London Borough of Merton). Children enjoy school and want to attend.</li> <li>• Rewards are given for good attendance and punctuality and this is celebrated within the school community each term.</li> <li>• Attendance and punctuality is supported by the EWO (Educational Social Worker).</li> <li>• Jigsaw4U, the Language, Behaviour and Learning Team (LBL) and the Virtual Behaviour Service (VBS) provide support as necessary.</li> <li>• Staff members follow the school's behaviour policy and use a wide range of strategies to support good behaviour choices with an emphasis on positive reinforcement.</li> </ul> <p><b>The administration of medicines / personal care and the management of care plans is managed in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Health plans are drawn up by school nurse as required for pupils with specific medical or health needs.</li> <li>• There are clear channels of communication between staff who work with pupils with health and medical needs and their parents.</li> <li>• Medication is kept in a central location that is known by all staff. When medicine is to be administered the staff members concerned follow the school policy. No medicines will be administered without parental permission.</li> <li>• Key information regarding pupils with specific medical needs (e.g. asthma / severe allergies) is made available to all staff.</li> <li>• There is a policy in place regarding the administration of medicine in school and this is followed by all staff.</li> <li>• Staff members are trained as appropriate to meet the needs of the pupils with whom they work.</li> </ul> <p><b>The approaches to bullying, safeguarding and promoting positive mental health are as follows:</b></p>

	<ul style="list-style-type: none"> <li>• Assemblies and collective worship reinforce Gospel Values and the strong Catholic ethos of the school.</li> <li>• Anti bullying assemblies are held regularly at which children are made aware of what constitutes bullying behaviour and what to do if they experience or witness it. All children are aware of the zero tolerance policy held by the school with regards to bullying.</li> <li>• Strong pastoral support is provided for pupils and their families.</li> <li>• There are clear communication links between school and parents including a designated parent liaison officer. Parents may contact the school at any time either in person, by telephone or by email.</li> </ul>
<p><b>9. How will my child/young person be able to contribute their views on how things are going?</b></p>	<p><b><i>The pupil voice can be heard and children are enabled and supported in contributing their thoughts and ideas in the following ways:</i></b></p> <ul style="list-style-type: none"> <li>• School council representatives are elected by the pupils of each class.</li> <li>• School council members elicit the views of their peers and bring their ideas to the council meetings.</li> <li>• The school council members are invited to present the views of their peers with regards to key school issues such as playground improvement.</li> <li>• Pupil questionnaires are completed annually.</li> <li>• At the annual and interim reviews for pupils with a statement of special needs or EHC plan they will have the opportunity to present their views by completing the pupil voice section of the review paperwork and also to attend part of the meeting to share their thoughts (where possible and appropriate).</li> <li>• As part of the end of year reporting process, your child will complete a comment form where they express their views, celebrate their achievements and consider their targets for moving forward.</li> <li>• There are open channels of communication between staff and pupils and pupils happily share their views and opinions.</li> <li>• The school supports this by providing a range of means of communication between staff and pupils and by encouraging them to air their views (with support as required).</li> <li>• Children will also contribute to their Learning Support Package by filling out a reflective Questionnaire (personalised to be age appropriate) about their own needs and how well they feel they are working this academic year at school.</li> </ul>
<p><b>10. What specialist services and expertise are available at or accessed by the school?</b></p>	<p><b><i>The specialist staff at our school are as follows:</i></b></p> <ul style="list-style-type: none"> <li>• There is a Jigsaw4U worker at the school for one day each week. There are sessions run for children who have been referred to her and drop-in sessions are also available.</li> </ul> <p><b><i>Other services that may be accessed include the following:</i></b></p> <ul style="list-style-type: none"> <li>• LBL (Language, behaviour and learning team)</li> <li>• VBS (Virtual Behaviour Service)</li> <li>• Early Years Inclusion</li> <li>• Physiotherapy</li> <li>• (OT) Occupational Therapy</li> <li>• Speech and Language Therapy</li> <li>• CAMHS (Child and Adolescent Mental Health Service)</li> <li>• (EP) Educational Psychologist</li> <li>• TASC (Team for Autistic Spectrum and Communication Disorders)</li> <li>• MAOS (Merton Autism Outreach Service)</li> <li>• Merton Parent Partnership</li> <li>• Targeted Inclusion</li> <li>• Portage</li> </ul>

	<ul style="list-style-type: none"> <li>• Sensory Team</li> <li>• School Nurse</li> </ul> <p>Please see the wider local offer for further information about what services are available for you and your child and how to access them.  <a href="http://fsd.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0">http://fsd.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0</a></p>
<p><b>11. What training have the staff members supporting children and young people with SEN had (or are having)?</b></p>	<p><b><i>Training for staff supporting children with SEN has included the following:</i></b></p> <ul style="list-style-type: none"> <li>• Elklan</li> <li>• Inference Training</li> <li>• Numicon</li> <li>• Read, Write, Inc</li> <li>• Cued Spelling</li> <li>• Paired Reading</li> <li>• Dyslexia Awareness / Dyslexia Friendly Classrooms</li> <li>• Supporting Children With ASD</li> <li>• Speech and language support</li> <li>• Child protection and safeguarding</li> <li>• EYFS communication and language</li> <li>• Paediatric First Aid</li> <li>• Designated person training</li> <li>• Effective use of workstations for ASD learners</li> <li>• 'Write Away' Training</li> <li>• Managing Challenging Behaviour</li> </ul>
<p><b>12. How will my child/young person be included in activities outside the classroom including school trips?</b></p>	<p><b><i>Parents and carers are involved in planning school trips in the following ways:</i></b></p> <ul style="list-style-type: none"> <li>• If your child has additional needs you may be consulted with regards to arrangements for travel accessibility issues etc as part of the teacher's planning of a school trip. You may also be invited to accompany this class on some occasions.</li> </ul> <p><b><i>Who completes risk assessments and how are they signed off?</i></b></p> <ul style="list-style-type: none"> <li>• Prior to trips and visits class teachers complete a risk assessment which takes into account all of the children in their care. These are checked and signed off by the Head Teacher (who is also the school's safeguarding officer).</li> </ul> <p><b><i>How are all activities made as inclusive as possible?</i></b></p> <ul style="list-style-type: none"> <li>• Accessibility for all pupils is of primary concern when planning class trips or visits and teachers ensure that all pupils will be able to participate fully in the planned programme of events and activities. Adaptations will be made for your child where appropriate.</li> </ul> <p><b><i>Will my child be able to access all activities and who will help them if necessary?</i></b></p> <ul style="list-style-type: none"> <li>• As part of the planning process, arrangements for pupils with special needs are a key factor. Teachers will research the facilities available and liaise with the staff at the intended location to ensure accessibility for your child. Additional adult support will be provided if necessary.</li> </ul>
<p><b>13. How accessible is the school environment?</b></p>	<p><b><i>Is the building fully wheelchair compliant?</i></b></p> <ul style="list-style-type: none"> <li>• Our new school buildings provide accessibility to almost all areas of the school.</li> </ul>

	<p><b><i>Are there appropriate disabled facilities?</i></b></p> <ul style="list-style-type: none"> <li>• Our new school building has a lift, enabling most of the top floor of the old school building to also be accessible.</li> </ul> <p><b><i>We currently have:</i></b></p> <ul style="list-style-type: none"> <li>• An adult accessible toilet</li> <li>• An EYFS accessible toilet</li> <li>• A children’s accessible toilet</li> <li>• Ramps allowing wheelchair access to the main building both from the playground and the hall and also a ramp that joins our top and bottom playgrounds with step-free access.</li> <li>• A hearing loop in the hall</li> </ul> <p><b><i>The school communicates with families where English is not the first language in the following ways:</i></b></p> <ul style="list-style-type: none"> <li>• We have a ‘Buddy’ system between parents where we know there is a specific language need.</li> <li>• Multilingual staff members provide translation for parents where possible (and appropriate).</li> <li>• As part of the school community, parents with specific language skills may translate school documents into their home language for the benefit of other parents.</li> <li>• The school contacts the borough for support where necessary</li> </ul> <p><b><i>Required improvements to the auditory or visual environment would be made and equipment acquired as follows:</i></b></p> <ul style="list-style-type: none"> <li>• The school will contact other agencies for advice and support with regards to the provision of auditory or visual equipment where necessary (e.g. the translation service, Merton vision, the Sensory Team).</li> <li>• Further adaptations for learners with visual or auditory difficulties will be put in place as and when required</li> <li>• Specialist equipment will be sourced based on advice and recommendations sought from key professionals e.g. OT or Physiotherapy</li> </ul>
<p><b>14. How will the school prepare and support my child/young person when joining St Mary’s School, transferring to a new school or planning for the next stage of their education, employment or training?</b></p>	<p><b><i>The school plans for transitions in the following ways:</i></b></p> <ul style="list-style-type: none"> <li>• We talk to all children about transition, explaining what will happen and providing children with opportunities to ask questions.</li> <li>• If your child has specific needs that might make transition more challenging, additional support and strategies may be put in place such as arranging additional visits to their new class or developing a transition book or social story to facilitate an easier transition.</li> <li>• We provide all children with opportunities to ask questions and talk about how they feel about the changes that are taking place.</li> <li>• We ask pupils from the next class up to come and talk to younger pupils about how they felt when they moved to a new class (where possible and appropriate) to help children to develop their understanding through the point of view of their peers.</li> <li>• We arrange pre-visits to allow children to familiarise themselves with the new environment and to meet staff members.</li> <li>• We invite you to visit your child’s new classroom and meet the teacher prior to the start of the new school year.</li> <li>• Handover meetings are held to ensure full and effective passing on of information to your child’s new teacher / school.</li> </ul> <p><b><i>Information provided to the receiving school (where your child is moving on to a new setting) includes:</i></b></p> <ul style="list-style-type: none"> <li>• Data on attendance and punctuality.</li> <li>• Assessment data.</li> <li>• Any files / reports / assessments pertaining to particular or specific needs of your child.</li> <li>• Where possible the Inclusion Manager will have a discussion with the Inclusion Manager or SENCO of your child’s new school to ensure that all relevant information has been received and that they are fully aware of your child’s needs and targets and what strategies have helped them to make progress.</li> </ul>

	<p><b><i>The school supports children and their families in planning and preparing for moving on in the following ways:</i></b></p> <ul style="list-style-type: none"> <li>• We endeavour to ensure that you and your child know what to expect and that you are prepared for the transition, for example by providing information about practicalities, administration etc.</li> <li>• We assure you that the needs of your child will be properly communicated to the new school so that their child will continue to be supported.</li> <li>• We will work with your child's new school to facilitate a smooth transition by liaising with new staff, arranging visits etc as appropriate.</li> </ul> <p><b><i>Preparation for the your child and our setting before they join the school may include the following:</i></b></p> <ul style="list-style-type: none"> <li>• Pre-visits will be arranged as necessary / required.</li> <li>• We will help you to arrange meetings between with you, your child, and the staff members who will be working with them as required.</li> <li>• We will liaise with you, staff from your child's prior setting (where applicable) and with any relevant professionals to ensure that specialist equipment is available for your child as required.</li> <li>• The school will ensure that any modifications / adaptations are in place prior to your child starting at St Mary's.</li> <li>• The school will ensure that the needs of your child are clearly communicated to staff so that they are fully prepared to support them as required.</li> </ul>
<p><b>15. How are the school's resources allocated and matched to child/young person's special educational needs?</b></p>	<p><b><i>The SEN budget and other school resources are allocated, monitored and evaluated in the following ways:</i></b></p> <ul style="list-style-type: none"> <li>• Budgets are allocated according to need and at St Mary's; they are largely spent on the employment of staff to provide additional support for pupils.</li> <li>• Intervention groups and the impact of additional support are evaluated (based on pupil progress and achievement) to see how successful they have been so as to decide whether to continue them in the future.</li> </ul> <p><b><i>What happens if the funding is not adequate to meet your child's needs?</i></b></p> <ul style="list-style-type: none"> <li>• If the funding is not adequate to meet the needs of your child then processes may put in place to attempt to access additional funds. This may be done through applying for an Educational Health Care Plan (EHC plan).</li> </ul> <p><b><i>How can you be sure decisions are made based on need not on available resources?</i></b></p> <ul style="list-style-type: none"> <li>• You can be sure the decisions are based on need and not on available resources because at St Mary's we put the education and wellbeing of our pupils first and will take every available action to ensure that adequate provision is made for all of the pupils in our care.</li> </ul>
<p><b>16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?</b></p>	<p><b><i>The decision making process includes the following steps:</i></b></p> <ul style="list-style-type: none"> <li>• Initial identification of area of difficulty / additional need.</li> <li>• Additional / higher level of in-school support provided.</li> <li>• Informing parents - this may be done via discussion with the teacher, at parents' conferences and when the levels are given out each term.</li> <li>• If there is an ongoing need in spite of additional support in place further discussion with the Inclusion Manager will take place.</li> <li>• Parents are consulted and an action plan drawn up.</li> <li>• With the agreement of parents / carers, advice and support may be sought from an outside agency and the child may be placed on the school's register of special needs. If this is the case a Learning Support Package, including an individual Timetable of Support will be drawn up by the class teacher and Inclusion Manager and shared with parents.</li> <li>• Further intervention and support may also be provided to facilitate the child in meeting their targets.</li> <li>• Progress will be carefully tracked and monitored so as to show impact.</li> <li>•</li> </ul>

<p><b>17. How will I be involved in discussions about and planning for my child/young person's education?</b></p>	<p><b><i>If you wish to contact the school to discuss your child (or any concerns you may have) you can do so in the following ways:</i></b></p> <ul style="list-style-type: none"> <li>You are most welcome to make an appointment to speak to your child's class teacher or a member of the senior leadership team at any time to discuss your child's education, their progress and plans for how to best meet their needs.</li> <li>The school will seek your advice at all stages of the process of identifying needs and setting targets to enable your child to make progress.</li> <li>Should the needs of your child necessitate applying for an Educational Health Care Plan (EHC plan) the school will support you by gathering and submitting the required paperwork and including eliciting your views and supporting you throughout the process.</li> </ul>
<p><b>18. How can I be involved in the school more generally?</b></p>	<p><b><i>If you would like to be more involved in the school you can do so in the following ways:</i></b></p> <ul style="list-style-type: none"> <li>Speak to your child's class representative to find out about ways in which you can work as part of the team to support the school.</li> <li>Join the SMA (St Mary's Association). The SMA is the organisation responsible for fundraising and raising standards.</li> <li>Attend the parents' forum meetings where key school issues are discussed.</li> <li>Get to know your school's parent governors and find out about the work that they do to support the school.</li> <li>If you have any spare time or areas of expertise you would like to share you could volunteer to hear children read, support practical activities (cooking, art) or project work (such as making costumes and props for school plays etc) or perhaps even run a club.</li> </ul>
<p><b>19. Who can I contact for further information?</b></p>	<p><b><i>If you wish to contact the school to discuss your child (or any concerns you may have) you can do so in the following ways:</i></b></p> <ul style="list-style-type: none"> <li>Speak to your child's class teacher on the playground or request a meeting by arranging this directly with the teacher, writing a note, emailing or calling the school office.</li> <li>Contact the Inclusion Manager (Suzanne Dorrán) by email or by arranging an appointment through the school office.</li> <li>Contact the Head Teacher (Christopher McPhilemy) by email or by arranging an appointment through the school office.</li> <li>Speak to the Parent Liaison Officer (Denise Tiri). She is available on the gate on Tuesday mornings. To contact her at other times please do so via the school office.</li> </ul> <p><b>Contact Details</b></p> <ul style="list-style-type: none"> <li>School Office (general enquiries / appointments) <a href="mailto:enquiries@st-marys.merton.sch.uk">enquiries@st-marys.merton.sch.uk</a></li> <li>Head Teacher <a href="mailto:head@st-marys.merton.sch.uk">head@st-marys.merton.sch.uk</a></li> <li>Inclusion Manager <a href="mailto:bmartin@st-marys.merton.sch.uk">bmartin@st-marys.merton.sch.uk</a></li> <li>Telephone 020 8542 4580</li> <li>Fax 020 8542 5301</li> <li>See website for further details <a href="http://www.st-marys.merton.sch.uk">www.st-marys.merton.sch.uk</a></li> </ul>
<p><b>20. What should I do if I am considering whether this is the right school for my child/young person?</b></p>	<p><b><i>If you wish to contact the school you can do so in the following ways:</i></b></p> <ul style="list-style-type: none"> <li>By Post St Mary's Catholic Primary School Russell Road Wimbledon London SW19 1QL</li> <li>By Email School Office – Hazel Rhule (admissions / general) <a href="mailto:admin@st-marys.merton.sch.uk">admin@st-marys.merton.sch.uk</a> Head Teacher (Marianne Macdona) <a href="mailto:head@st-marys.merton.sch.uk">head@st-marys.merton.sch.uk</a></li> </ul>

- Inclusion Manager (Ben Martin) [bmartin@st-marys.merton.sch.uk](mailto:bmartin@st-marys.merton.sch.uk)
- By Telephone or Fax  
Telephone 020 8542 4580  
Fax 020 8542 5301
- See website for further details [www.st-marys.merton.sch.uk](http://www.st-marys.merton.sch.uk)

***If you wish to access the school's complaints procedures:***

- Please contact the Head Teacher (Marianne Macdona) or the Chair of Governors (Deirdre O'Brien) via the methods described above.

***If you wish to access Local Authority or independent advice and support:***

Merton Special Educational Needs Team

- <http://www.merton.gov.uk/learning/edinclusion/sendis/sen.htm>
- Merton Special Educational Needs and Disabilities Integrated Service (SENDIS)
- <http://www.merton.gov.uk/learning/edinclusion/sendis.htm>
-