



1. What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, visual impairment, sensory processing difficulties, cerebral palsy.
- Communication and Interaction – autistic spectrum condition, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder, pathological demand avoidance

- Our team of learning support assistants (LSAs) have a range of experience and training in planning, delivering and assessing intervention programmes as well as supporting teachers in the classroom.

- All our staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or schools, as well as from our SENDCo or other staff with relevant expertise.

- SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of our children.

- The school works closely with other local schools, sharing training opportunities including INSET days and outside experts.

- The SENDCo is part of the senior leadership team and regularly updates the SLT team on the progress of all SEND children and the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of all our children.

- Our school's Accessibility Plan, available on this website, outlines adaptations made to the building to meet particular needs and enhance learning.

2. What are school's policies with regard to the identification and assessment of children with SEN?

Our school's Assessment Policy (which is available in school) outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:



- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transitions between key stages. If behaviour is causing concern, it is always considered whether there are any underlying difficulties. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

Parents are always informed if school staff consider that their child has an additional need and parents are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At The Marist a range of specific, more specialised tests are used (usually by the SENCo) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension Test
- British Picture Vocabulary Scale (BPVS)
- Phonological Assessments
- Diagnostic test of Word Reading Processes
- Assessment file-Reading, Spelling, Handwriting.
- Sandwell test
- Dyscalculia Portfolio Assessment
- Dyslexia Portfolio Assessment
- SCC SALT Speech Screen

In addition, school commissions the services of outside agencies, including; STIPs- Specialist Teachers for Inclusive Practice, Educational Psychologists, Physical and Sensory Support, Mindworks, Occupational Therapy and Speech Therapy. All these agencies will carry out appropriate assessments with individuals where appropriate. Further to these assessments recommendations will be made to parents and class teacher to facilitate and support learning.



3. What are school's policies for making provision for children with SEND whether or not they have Education, Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SEND?

- Use of a provision map to measure progress and achievement- this is recorded on Edukey
- Evaluation of Individual Support Plans 3x yearly
- Use of assessment information/progress rates etc. pre- and post- interventions (Edukey)
- Use of attainment and progress data for children with SEND across the school part of whole school tracking of children's progress in terms of age related expectations
- 3x yearly pupil progress meetings
- Monitoring by SENDCo
- A referral system that is accessible by parents and teachers.

b) What are our arrangements for assessing and reviewing the progress of children with SEND?

- Our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school
- Evaluation of Individual Support Plans 3x yearly
- Tracking of pupil progress in terms of age related expectations – 3x yearly
- A cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with our Educational Psychology service, and STIPS.
- An Annual Review is held for children holding Education and Health Care Plans; interim reviews can also be arranged throughout the year if deemed necessary and transition reviews are held in the years before they change key stages. For children with EHCPs in EYFS, reviews are held every six months.
- When children are assessed by the SENDCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address need and meet targets
- When assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- Initial concerns about a child's progress are discussed with the SENDCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

c) What is our approach to teaching pupils with SEND?



- The fundamental aim of our school and the very reason for our existence, is to enable each child to be all that they can be – to embrace and fulfil their unique potential.
- Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. All staff are fully aware of our Wave 1 Provision, first class quality teaching provided for all children. A copy of our Waves of provision can be found on our website.
- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND
- A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements
- Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively
- At The Marist, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENDCo, teacher assessment or assessments from outside agencies. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset without the need for



disapplication. Teachers plan enough time for the satisfactory completion of tasks; provide ipads for children to complete writing tasks on where appropriate, plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

d) How do we adapt the curriculum and learning environment?

- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; lesson format; pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.
- School always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of ipads for children with recording needs; use of brain breaks, sensory cushions, weighted cushions for children with sensory issues).
- We endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, reading rulers, writing on whiteboards written in alternate colours, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities
- We endeavour to ensure that all classrooms are ASD friendly including use of visual timetables, personalised timetables, now and next boards, prompt/sequence cards as necessary, quiet workstations, areas of retreat, pictorially labelled resources, low sensory displays and clutter free with no objects hanging from the ceiling.
- The Surrey OAP document is used to promote quality first teaching as a universal offer. This document is used to tailor the provision for the needs of each individual class but some points are used school wide such as the use of zones of regulation and emotion coaching, calm corners with a range of equipment and strategies and scaffolding and pre-teaching used to support learning.
- We endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback and 'chunking' of instructions. We teach oracy proactively throughout the school, using silent hand signals to minimise cognitive overload. Children are given directed thinking time to process ideas and consider responses and partner talk is practised daily using sentence stems to facilitate quality interactions.



e) What additional support for learning is available for children with SEN?

- We follow the Code of Practice for SEN
- We teach a curriculum which contains scaffolding to ensure that the needs of all children are met.
- The OAP document is used in every class to ensure that we are using a range of strategies to support our children.
- We implement individual support plans with s.m.a.r.t. targets
- Intervention programmes are in place for children who require additional support.
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, physical and sensory support. Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home
- Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays, sloping boards, chew toys, pencil grips, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised visual timetables or now and next boards. A range of support aids are in place in the classroom for every child to access such as focus aids, ear defenders, breathing cards and finger tracing in line with our Zones of Regulation to encourage an increased awareness in every child as to what they need to enable them to learn best.

f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?

- All co-curricular activities are available to all our children
- Before and after school care is available to all our children
- Residential trips from year 4 are available to all children

g) What support is available for improving the emotional and social development of children with SEN?

- Specialist advice from Freemantles outreach team
- Specialist advice from our Educational Psychologist



- Specialist advice from colleagues at Mindworks, and the mental health nurse team who visit school when required.
- Areas designated for 'quiet retreat' within or outside the classroom and in our Nurture classroom.
- We have 2 trained ELSAs (Emotional Literacy Support Assistants).
- Assessment tools and intervention programmes, including ELSA, SEALS materials, Time to Talk, Socially Speaking.
- The school runs a nurture programme for a selected group of Year One children to facilitate a successful transition from Early Years to key stage One. This is run by two trained members of staff four afternoons a week, with a focus on speaking and listening and engagement. The children follow the class lessons but with additional activities alongside.
- The school also uses the Six Strands Curriculum devised by the Hampshire Behaviour Service. This is used to support children in Key Stage Two. The Key Stage Two nurture provision can vary dependent on the needs of the cohort and can include; group afternoon sessions in The Hive- our Key Stage Two Nurture room, support to transition into class with targets embedded by the Six Strands or in some cases, a drop in facility in The Hive which children can access with assigned adults.

4. What is the name of the SENDCo and contact details for the SENDCo?

Mrs Bethan Punter available on 01932 344477 sendco@marist.surrey.sch.uk.

5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

- The school employs a team of LSAs who are trained to deliver a range of interventions on a small group and 1:1 basis, including;

Read Write Inc

First Class @ number and First Class @ number 2

Success at Arithmetic

A speech and language LSA who liaises with Surrey Speech and Language Therapy team deliver programs of work for individual children on areas such as:

Phonological awareness

Listening skills

Social skills



-Other LSAs are trained to deliver the following interventions:

Lego therapy

Communication group

Teaching children to listen

Attention Autism

Emotional problem solving

A special focus is given to supporting children with their emotions and mental health. Teaching and support staff have all received training on emotion coaching, the PACE model and de-escalation.

Teaching staff and ELSAs /Nurture team are receiving training from Papyrus on raising awareness of mental health crises in young people and Head and SENDCo have attended the extended course.

- members of staff are trained First Aiders

- Staff are trained by the School Health Team with regard to asthma, epilepsy, diabetes and anaphylaxis

- The SENDco ensures that all members of staff are provided with the relevant training at the beginning of each year to support the children in their class with additional needs, this may include training on visual and hearing impairment form physical and sensory support and training from Freemantles outreach, a local Autistic school.

- As specific needs arise the SENDCo approaches specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology, STIPs, Speech and Language Therapy) to seek advice about raising awareness of the specific type of SEND. To enhance knowledge about a specific type of SEND (in order for the class teacher or TA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought through specialist agencies. School also has bought a package of training support by The National College so that training can be adapted to the individual needs of each class.

- general support and advice from SENDCo - e.g. regarding the implementation of specific programmes, creation and monitoring of Individual Support Plans, tracking of children with SEND

- particular support is given to new members of staff.

- at the close of each school year teachers hold meetings with the class's next teacher to discuss SEND information in preparation for the following year.



- The SENDCo is part of the senior leadership team and regularly updates the SLT team on the progress of all SEND children and the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of all our children.
- Our SENDCo organises training on a needs basis and also staff may request specific training.

6. How is equipment and facilities to support children with SEND secured?

- Through discussion with specialist agencies involved
- Through discussion with parents
- Through discussion with our Head teacher
- We regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future. We have full access for wheel chair users, including ramps, disabled toilets and a disabled lift.
- Our school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet particular needs and enhance learning.

7. What are the arrangements for consulting parents of children with SEND about and involving such parents in the education of their child?

- Throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents.
- ISPs (Individual Support Plan) are evaluated and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting
- Our parents appreciate the 'open door' policy whereby the SENDCo is easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child
- Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings.



- The progress of children with an EHCP is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to secondary school is considered with discussion involving parents and the LA. At Y6 annual reviews the SENDCo of the receiving secondary school is usually invited to attend.

- Meetings with parents prior to the annual reviews and throughout the year are used to obtain parents' views about their child's SEND, support in place to address needs and any modifications to this support which parents feel may be appropriate.

8. What are the arrangements for consulting children with SEN about and involving them in their education?

- ISP targets are discussed with children

- Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their academic levels and the challenging targets set to support their development

- SEND children have a communication passport, which outlines what is important to them, how they learn and how best to support them. These are used by all teachers to ensure that individual needs are met. These are always left in an accessible place so that other adults covering classes are aware of individuals needs and can ensure these are met.

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?

- It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

- The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved,

- The complaint is dealt with by the SENDCo. If there is still no resolution

- The Head teacher should become actively involved

- If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the Chair of Governors

- The Governing Body will deal with the matter through their agreed complaint resolution procedures

- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.



10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

- External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service, Physical and Sensory Support, STIPs.

- The speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children

- School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND.

-School requests support from Mindworks for children with mental health issues when appropriate.

- All children are visited by our Early Years Team and SENDCo, if appropriate in the summer term prior to them starting school. If this proves to not be feasible, the parents and child are invited to a meeting at school prior to starting.

- The Local Authority's Early Help procedures are adhered to by school whereby help is offered to children and families before any problems are apparent and when low level problems emerge.

-Every local authority has to make arrangements for an information advice and support service in their area. In Surrey this is called SSENDIASS (Surrey Special Educational Needs and Disability Information Advice and Support Service). This service provides impartial, confidential and free support to empower parents, children and young people to:

- fully participate in discussions and make informed decisions
- express their views and wishes about education and future aspirations
- promote independence and self-advocacy
- develop positive relationships with schools, colleges, universities, the local authority and support services to achieve positive outcomes.

Our services include:

- Telephone support provided by SEND trained advisors
- Face to face support by trained advisors and volunteers



- Community support through workshops provided at local venues, offering a variety of training and surgery sessions as well as an annual conference. These are sometimes held in partnership with other organisations.

Further information on this service and what else Surrey has to offer can be found on Surrey's local offer website.