



Local Offer: St Marie's School, A Catholic Voluntary Academy

1. What is the name of your educational provision?

St Marie's School, A Catholic Voluntary Academy
 Fulwood Road
 Sheffield
 S10 3DQ
 Tel: 0114 2301904
 Email: enquiries@st-maries.sheffield.sch.uk
 SEN Governor: Mrs C. Calvert; ccalvert@st-maries.sheffield.sch.uk
 Clerk to Governors: Igraham@st-maries.sheffield.sch.uk
 SENCO: Maria Fernandes; mfernandes@st-maries.sheffield.sch.uk; Hours of work: full time

2. Please give a brief overview of your educational provision

St Marie's is an average-sized primary school which converted to become a Catholic Voluntary Academy in October 2012. It caters for children between 4 and 11 years of age. The school's catchment area is very wide and admits pupils from five Catholic parishes across the city. The proportion of pupils who are supported by the pupil premium is below average (11%), and the proportion of SEND pupils falls below the average range (7% and 1% of children with an EHCP), nationally. 45% of the pupils are from black/ethnic minorities and 22% speak English as an additional language.

3. What is your current Ofsted rating (if applicable)?

Overall – Good (2013)
 Achievement of Pupils – Good
 Quality of Teaching – Good
 Behaviour and Safety of Pupils – Good
 Leadership and Management – Good
[Short inspection](#) of St Marie's School, A Catholic Voluntary Academy on **8 June 2017**.
 The visit was the first short inspection carried out since the school was judged to be good in June 2013. **This school continues to be good.**

4. Who is your educational provision for?

The provision is available for:

0-3 Years	4-7 Years	8-11 Years	12-16 Years	Post 16 age
	Yes	Yes		

The provision supports learners with:

Education	Health	Social care	Preparing for Adulthood
Yes	No	No	No

The provision primarily supports (or has supported) learners with:

Cerebral Palsy	ADHD/ADD	Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Down's Syndrome
No full wheelchair access.	Yes	Yes	Yes	Yes
	Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty

	Yes-mild	Yes-mild	No	Yes
	Multi-Sensory Impairment (vision & hearing)	Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty
	No	No	No	No
	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs	Visual Impairment	Waiting for diagnosis
	Yes	Yes	No	Yes

The provision is accessible as a:

Mainstream service	Specialist service
Yes	No

If you are a specialist setting what other admissions criteria do you use?

N/A

Please state the number of pupils on your roll and your average class size

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COMMENT:
Number on roll: 270
Average class size: 30

5. How does the setting identify learners with SEN?

Children in Reception have a language screening assessment to identify any particular need a child may have in relation to vocabulary or sentence comprehension. In addition to this, in each year group, classroom observations take place for those children staff may have concerns about - either academically or socially. The SENCO undertakes some observations and assessments, liaising regularly with members of staff regarding SEND pupils. Each term, pupil tracking data is used, in Pupil Progress meetings, to check that progress is being made in relation to age and national expectations. Where the need arises, formal assessments related to learning and academic progress are undertaken by an independent specialist teacher. Advice is sought from other services e.g. Educational Psychologist, Speech and Language, MAST, when appropriate.

6. Is your setting physically accessible to all learners?

The school building is on two levels. One level of the school is wheelchair accessible and on that floor there is access to disabled toilet facilities. There is a wheelchair lift to access the school hall. The school is fully secure. It has two very small nurture spaces, one in each Key Stage. Specialist equipment is accessed from outside agencies according to need.

7. How does your setting adapt the curriculum for learners with SEND?

The class teacher, with the support of the SENCO and with parental consultation, oversees and plans the education programme for a learner with SEND. Differentiation is a natural part of teachers' planning for all children and Quality First Teaching is evident across the school. Our SEND policy reinforces the need for teaching that is fully inclusive. The SENCO advises and oversees provision as well as monitoring the effectiveness of interventions. The school supports the approach for a flexible timetabling, where needed. Additional activities, such as groups to support emotional wellbeing, are arranged when the need arises. Targeted support is provided for those children with specific difficulties.

8. What training have your staff received to support learners with SEND?

At St Marie's a wide variety of training is devised to meet the needs of pupils. Training sought is up to date and relevant to the type of provision required at any given time. Key staff are kept aware of learners' needs through regular briefings and the use of CPOMs. Records are up to date, reflecting a log of the child's needs and people involved with supporting that child. Specialist staff support pupils, teachers and teaching assistants as required. Staff are trained in the administration of medicines and some aspects of feeding and toileting e.g. hygiene.

9. How do you communicate with and involve families?

Emails, phone calls, home-school books, and meetings are used to communicate with parents and carers to keep them fully informed about their child. In addition to this, termly review meetings take place. At these times successes are discussed and next steps identified, with staff who know the child well. From this, future targets are set. Teachers identify ways in which parents/carers can fully support their child at home e.g. reading strategies. The SENCO also offers support e.g. demonstrating effective strategies for children with a specific learning difficulty; supporting emotionally etc. In addition to this the school sign-posts training for parents related to SEND issues. For those families whose first language is not English, language skills of the staff in school are utilised. The school also uses its website, weekly newsletter, twitter account and 'InTouch' email system to promote school activities. As part of our Catholic ethos, we are committed to encouraging links with our wider community e.g. coffee mornings, events organised by our Home School Association, and parent-carer workshops.

10. How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?

The Governing Body ensures that appropriate provision is made for all pupils with SEND and an annual report is given to them.

11. What support do you provide for the learners' overall wellbeing?

We recognise that all learners have different strengths and these are celebrated across the school. Children access a wide curriculum and all subject areas are valued. Achievements in music or swimming or out of school activities, for example, are recognised in the same way as academic subjects. We use a reward system to recognise effort and we celebrate politeness, tolerance and respect for each other. The school deals with any concerns promptly and efficiently, to avoid any impact on learning. Our dedicated staff and our play leaders support at playtimes and lunchtimes all help to support the children's wellbeing. Vulnerable children are directed towards focussed activities. Referrals from class teachers lead to appropriate interventions.

12. What kind of behavioural interventions do you use?

The school recognises that a child's behaviour is their way of communicating something, even though that reason may not be transparent. Our staff are skilled in praising positive behaviour publically, in and around the school. We always encourage children and we remind them of our high but realistic expectations, in private by using our three school rules. We utilise PSHE sessions, Statements of the Week and individual or group intervention work to improve behaviour and engage in learning. In addition to the class work and pastoral support of Teaching Assistants, we use outside agencies when possible to deliver social skills group work for those children not making good progress with regard to their emotional regulation and relationships with peers. The school follows a clear policy on how incidents of misbehaviour are handled. We believe that exclusion should be avoided unless absolutely necessary and we seek the advice from professionals in extreme cases of misbehaviour. In cases of attendance the Head teacher maintains a strong liaison with parents/carers of children whose attendance is causing concern.

13. How do you ensure learners with SEND are included in non-classroom based activities?

At St Marie's we put measures in place so that all pupils can participate in local walks, educational visits, events within the local community and residential. We work closely with parents and carers to ensure that every child can be fully included in all areas of the curriculum. This is achieved through effective communication, good planning and knowledge of the child's particular needs and requirements.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
Yes	Yes	No

14. How do you consult with and involve learners in their education?

St Marie's promotes the optimal development of each child. We do this through formal and informal discussion in class and by using frameworks and structured conversations in 1:1 situations depending on the needs of the child. Pupil Passports are used with SEND pupils so that their strengths and challenges are recognised, discussed, celebrated and supported within school. Pupils are taught Assessment for Learning techniques which are embedded within classroom strategies. Circle Time, P4C, PSHE activities, Pupil Questionnaires and our Student Council are some of the ways we involve the children to find out more about their views.

15. How do you prepare learners with SEND to progress to, from and within your setting?

A range of practices are used to support pupil transition. These include sharing information between schools/Early Years settings, visits to school by the children and their families, information evenings held at school, taster/transition days in the summer term and attending review meetings prior to transition wherever possible.

Children joining Reception receive a Home Visit prior to joining the school. Many of them will have previously attended nurseries across the city, however, the majority of our pupils move to Notre Dame High School for Secondary education. As our feeder school, we have very close links and we prepare the pupils well for KS3.

There is usually one class per year group. However, there may be two classes for some year groups depending on the number of children joining the school that particular year. When this happens classes are arranged to accommodate the learning needs of pupils in that cohort.

16. Do you have an online prospectus? Are there open days for families and learners?

Families are invited to visit the school to find out more about us. One day each week, with prior appointment via the school office, visitors will be given a tour by Year 6 students. The Head teacher, SENCO or an Assistant Head teacher is available during these times should there be further questions that need answering.

Our school website is www.st-maries.sheffield.sch.uk. It gives details of our admission policy together with the latest school information. A prospectus can also be downloaded. In addition, we can be followed on Twitter @st_maries.

17. Do you offer outreach to home educating families?

No

18. Does your setting offer any additional services for learners with SEND?

No

St Marie's consulted the following when completing this form

SENCO	SEND Governor	Parents	Young people with SEND
Yes	Yes	Yes	Yes