

Local Offer/ SEND Information Report: 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

SENCO: Maria Fernandes; senco@st-maries.sheffield.sch.uk; Hours of work: full time

SEN Governor: Mrs C. Calvert; ccalvert@st-maries.sheffield.sch.uk

Clerk to Governors: Mrs L. Graham; lgraham@st-maries.sheffield.sch.uk

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 (10%), and the proportion of SEND pupils falls below the average range (9% and 2% of children with an EHCP), nationally. 43% of the pupils are from black/ethnic minorities (above the national average) and 22% speak English as an additional language (in-line with national average).

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	Yes	Yes	Yes	Yes
Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty	Multi-Sensory Impairment (vision & hearing)
Yes-mild	Yes-mild	No	Yes	No
Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs
No	No	No	Yes	Yes

Visual Impairment	Waiting for diagnosis
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

Number on roll: 243
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.

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

Every teacher is a teacher of pupils 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 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 we ensure that current training directly supports the needs of a child with SEND. Ongoing CPD is tailored to the needs of the child and the expertise of teaching staff. Teachers and TAs are signposted to relevant training. Key staff are kept aware of children's SEND needs through regular meetings and the use of CPOMs. Examples of training staff have attended include:
Staff are trained in the administration of some medicines and some aspects of toileting. Examples of training include: Autism Education Trust Tier 1; Locality Training on Sheffield Support Grid, SEND Reviews, My Plan Outcomes, SENCO Briefings which are then cascaded to staff; De-escalation strategies; ADHD; Educational and Mental Health and Wellbeing; Demand Avoidance Training; 'Zones of Regulation' training; CIP training; Communication & Behaviour; SALT Language Strategies; VIP NIP LEAP training; Makaton staff training; Precision teaching; Supporting Transitions for SEND & QFT 5.

9. How do you communicate with and involve families of children on the SEND register?

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 shared and outcomes identified. From this, next steps are set and provision outlined. Teachers identify ways in which parents/carers can be included in supporting their child's learning at home. The SENCO offers support emotionally as well as sharing effective strategies to support their child. In addition to this, parents are sign-posted to external training and in-school workshops where relevant. Records are kept up to date and Review Meeting notes are shared with parents. For those families whose first language is not English, particular care is taken to ensure communication is clear. The school also uses its website, weekly newsletter, Twitter account and 'InTouch' email system and Microsoft Teams Online platform to promote school activities and home learning where relevant. 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?

- Tracking data to carefully map progress
- Termly Pupil Progress meetings
- Regular monitoring discussions between Headteacher, SENCO and Class Teachers
- Provision Maps to capture and effectiveness of interventions and termly evaluation
- Learning Walks
- SENCO observations and assessments
- SEND Termly Review Meetings to monitor progress related to outcomes
- Pupil Passports to capture pupil voice on transition to new year group
- Locality Moderation and monitoring by Educational Psychologists, Speech and Language Therapists and other outside agencies involved with the child
- The Governing Body ensures that appropriate provision is made for all pupils with SEND and an annual report is given to them.
- As parents are involved throughout the implementation of SEND provision it is hoped there will be no cause for complaint. However, if an issue were to arise, parents can refer to our SEND Policy.

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 staff support at playtimes and lunchtimes which helps to further support the children's wellbeing. Vulnerable children are directed towards focussed activities.

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 to do their best. When behaviour is not appropriate, we remind them, in private, of our high but realistic expectations by using our three school rules. We utilise PSHE sessions, Statements of the Week to live by and individual or group intervention work to improve behaviour and engagement. In addition to the pastoral support of teaching staff, we engage with outside agencies where possible. We support children's well-being by referring them, with parental consent, to an Emotional and Mental Health Practitioner or a Counsellor, both of whom work in school and liaise closely with the SENCO. The school follows a clear behaviour policy. We believe that exclusion should be avoided unless absolutely necessary and act on advice from professionals to avoid this happening wherever possible. In cases of attendance the Head teacher works closely 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 as fully as possible e.g. 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 with their peers. 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. Although many pupils attended nurseries across the city, the majority of our pupils move to Notre Dame High School for Secondary education. Children joining Reception receive a Home Visit prior to joining the school. As our feeder school, we have very close links with Notre Dame and we prepare the pupils well for KS3. Transition to secondary school takes place throughout Y6 particularly for children with SEND. Within school we also have a carefully planned transition process. This includes transition to the new class room, meeting the new teaching team and transition staff meetings, where teachers pass on information related to each child with SEND. Social stories are used when necessary.

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

Our school website is www.st-maries.sheffield.sch.uk. The virtual prospectus can be accessed [here](#). Details of our admission policy together with the latest school information is available. In addition, we can be followed on Twitter @st_maries. [Online virtual tours](#) of the school are available via our school website. Parents are welcome to ring contact school with any questions they may want to direct to the Headteacher or the SENCO.

17. Do you offer outreach to home educating families?

No

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

No