

St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

The Local Offer

The local offer is published on the websites of both the school and local authority.

School Description

St Mary's is a Christian school with strong values which welcomes children and families of all faiths.

The staff team are not only warm and welcoming but hard-working and keen to help your child to do his or her very best during their time at St Mary's.

The school gives much time to developing the 'whole child' through its:

- extra-curricular activities and clubs
- trips and visits
- a range of visiting speakers and events which are organised throughout the school year.

We foster an inclusive approach and will work with you, the parent/carer to ensure that we are always doing all we can to meet the needs of your child.

At St Mary's we measure children's progress in learning against national expectations and age-related expectations. As a school, we track children's progress from entry to Year 6. Testing and assessments are carried out on a half termly basis and each class teacher continually assess each child and notes areas where they are improving and where further support is needed. A child may be identified as having Special Educational Needs and/or Disabilities (SEND) through:

- liaison with the child's previous setting (where appropriate) and/or external agencies
- concerns raised by a parent or teacher
- the fact that the child is performing at below expected levels.

We will investigate any concerns raised by means of ways such as:

- class observations
- discussions with the pupil
- parents and staff
- tests and assessments.

Children who are not making expected progress are identified by the class teacher and discussed in pupil progress meetings with a member of the leadership team. The discussion will focus on why individual children are experiencing difficulty and what further support can be given to aid their progression. Class data is examined and appropriate actions put in place to help those who are both exceeding and under achieving.

Clear monitoring and assessment procedures ensure that any interventions put in place for children are reviewed on a termly basis. Children are assessed at the start and end of all interventions to measure their effectiveness with support being changed if needed in response to outcomes. Children with SEND will also have specific plans which are formally reviewed termly. Comments are made by both the pupil and teacher against each target to show what progress has been made. If the target has not been met, then the target may be adapted into smaller steps or a different approach used to ensure your child can make the progress required.

It is our mission statement to:

Provide a safe, supportive and happy learning environment where all children can learn, grow, achieve and flourish.

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Special Educational Needs Policy

Policy Aims

St Mary's CE Primary School is committed to the belief that all children and young people are entitled to an education that enables them to make progress and be part of the school community. To this end, the school aims to maintain high aspirations and expectations for ALL children, including those with special educational needs and disabilities. This policy sets out the procedures for ensuring that pupils identified as having special educational needs and disabilities (SEND) have their needs addressed through supported access to a broad and balanced curriculum. In meeting these responsibilities, the school will have due regard to the SEND Code of Practice 2014.

Special Educational Needs Policy

At St Mary's our Special Educational Needs and Disabilities Policy aims to:

- create an environment that meets the special educational needs of each child
- ensure that the special educational needs of children are identified, assessed and provided for
- enable all children to have full access to all elements of the school curriculum
- ensure that parents are able to play their part in supporting their child's education
- ensure that both our children and parents have a clear involvement in and knowledge and understanding of this process.
- identify the roles and responsibilities of staff in providing for children's special educational needs and make clear the expectations of all partners in the process.

For further information and access to school policies please check [St Mary's CoFe School website](#).

Teaching and Learning

Our school has many different ways of helping children to learn and make progress. This includes differentiating lessons so that all children can:

- access the curriculum and
- experience success.

Also, the school can adapt resources to suit the needs of the learner.

Children and young people with SEN often have significant barriers to their learning.

The school supports them through:

- curriculum differentiation
- support for behaviour
- bespoke, individual support through specific programmes or interventions
- support for health needs
- small group work
- specialist teaching groups.

The school gives much time to developing the 'whole child' through its extra-curricular activities and clubs, trips and visits and the range of visiting speakers and events which are organised throughout the school year.

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Most children's needs will be met without the need for an Education, Health and Care Plan (E.H.C.P.) through high quality teaching and classroom practice. Children who are not making expected progress are identified by the class teacher and discussed in pupil progress meetings with a member of the leadership team. The discussion will focus on why individual children are experiencing difficulty and what further support can be given to aid their progression. Class data is examined and appropriate actions put in place to help those who are both exceeding and under achieving.

Clear monitoring and assessment procedures ensure that any interventions put in place for children are reviewed on a half termly basis. Children are assessed at the start and end of all interventions to measure their effectiveness with support being changed if needed in response to outcomes. Children with Special Educational Needs will also have specific plans which are reviewed termly. Comments are made by both the pupil and teacher against each target to show what progress has been made. If the target has not been met, then the target may be adapted into smaller steps or a different approach used to ensure your child can make the progress required.

Identifying and assessing Special Educational Needs

Class teachers, supported by the School Leadership Team, make regular assessments of progress for all pupils. We identify pupils making less than expected progress given their age and individual circumstances. This 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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. For example, it is not uncommon to find an attainment gap between summer born pupils and others in their year group born nearer the start of the academic year, particularly in the lower primary years. Any lower attainment here when compared to their peers does not necessarily imply SEN, simply that chronological ages may be nearly a year apart. We are therefore careful to look at the wider context for pupils. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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Concerns about a child may be raised in a variety of ways including the following:

- Liaison with the child's previous setting (where appropriate)
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher
- Concerns raised by pupil
- Liaison with external agencies

The National Curriculum is our starting point for planning a curriculum that is adapted to the specific needs of individuals and groups of children, through Quality First Teaching for all pupils

Involving parents and children/young people in planning and reviewing progress

We value and celebrate each child being able to express their views on all aspects of school life. We have a School Council which has an open forum for any issues or viewpoints to be raised, class circle times enable children to share their views and seek resolutions to any concerns and children are actively encouraged to share any concerns with an adult who will take the time to listen to them and to endeavour to resolve their concern.

At St Mary's we believe that education is a partnership between home and school. We encourage you to keep communication channels open, as we will do, especially if your child has complex needs. We are adaptable to using a variety of communication methods to accommodate working parents or parents who may not speak English.

You are encouraged to make appointments to see your child's class teacher to discuss progress and ways to support your child; this will give you quality time to have this discussion. We can offer advice and practical ways that you can help your child at home.

If your child is on the SEN register both you and your child will be regularly involved in the planning and review process (please see the SEND Policy on the school website for further details).

Parents will receive copies of all reports and plans for their child which may detail what they can do to help at home.

If your child has complex needs, he/she may have an Education, Health and Care Plan which means that many of the meetings held about your child will be more formal in approach. If your child has an Education, Health and Care Plan their views will be sought in preparation for formal meetings.

Additional support

Children with SEND are supported within the classroom and may also receive additional interventions that take place outside of the classroom. All pupils take part in group work with the class teacher and support staff. Pupils with SEND may be supported further by a Learning Support Assistant (LSA) or Teaching Assistant (TA), either individually or as part of a group if this is seen as necessary by the class teacher and SENDCo. The regularity of these sessions will be explained to parents when the support starts.

Some children may require short-term help to enable them to catch up with their peers. This is known in school as Wave 2 support. Children will be allocated an intervention and will be assessed at the start and end of each half term with support being changed if needed in response to outcomes. Children in need of highly structured individual work, known in school as Wave 3 support, may have Special Educational Needs.

Class teachers will implement any required strategies and oversee, plan and work with each child with special needs in their class to ensure that progress in every area is made. These will be regularly reviewed. The school SENDCo will meet with class teachers on a regular basis to discuss progress, support and any concerns will be shared with parents.

Extra activities

We endeavour to ensure that all children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

At St Mary's we have a range of clubs and other activities that are open to all (please check [St Mary's School website](#) for more details). Through our discussions with the parents of and children with SEND, we can identify those activities that will be of interest and organise appropriate access.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be discussed. The school site is also wheelchair accessible with a portable ramp and disabled toilet large enough to accommodate changing.

Meeting social and emotional needs of children/young people

St Mary's is an inclusive school; we welcome and celebrate diversity. We have a caring, understanding team working with our children and our staff believe that children having high self-esteem is crucial to a child's wellbeing. We have a positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. After any behavioural incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

At St Mary's we have an ELSA team who support pupils both individually and as part of a small group. We identify children that may need social and emotional support through a variety of ways including Alert Forms, Pupil Progress Meetings, and liaison with parents, class teachers and sometimes with outside agencies. The school may then gather further information by means of assessments, such as the completion of a Strengths and Difficulties Questionnaire, before any interventions are identified and planned for. Some of these children may have a Behaviour Support Plan which will involve both staff and parents discussing and agreeing what support is required to help the child involved. For details of the interventions that we carry out, please refer to our school website.

Some children who are considered to have difficulties that require further individualised interventions may need extra support or assessments by outside agencies such as Health, Social Care, the Social, Emotional and Behavioural Outreach Service (SEBDOS) and/or The Early Help Team. Referrals made to these agencies will require parental consent.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support.

Anti-bullying policy: The governing body, head teacher and all staff view bullying as serious and harmful. Children have the right to feel happy and secure at school and this is a crucial part of our ethos. As a result, we teach children to care for and respect each other, and learn about their rights and responsibilities and champion anti-bullying through class charters, whole school assemblies, PSHE, circle time and other curriculum routes. We aim to be a 'telling school' where anyone who sees bullying or has it done to them tells an adult. Senior leaders champion the anti-bullying policy across the school and provide support, strategies and advice to any person who needs it.

Incidents of bullying at St Mary's are very small in number; however, all incidents of bullying or alleged bullying will be logged by class teachers and reported without delay to the relevant senior leaders. Class teachers will challenge any bullying behaviour according to this policy and the school's behaviour policy. For further information please look on the school's website <http://www.stmarys.slough.sch.uk/>.

Keeping up to date with knowledge and skills

At St Mary's our staff receive regular professional development; this includes in-house professional development for all teaching and support staff. As we are an inclusive school, this training will consider the needs of all children, including those with Special Educational Needs and Disabilities.

One of the Governors is responsible for SEND and meets regularly with the SENDCo as well as attending training where possible. This governor reports to the Governing Body to keep them informed of the school's SEND provision.

Lesson observations and learning walks carried out by senior staff help us to evaluate our provision for SEN. In addition to our whole school systems of tracking assessment data and provision through Pupil Progress Meetings with senior leaders, our SENDCo also carries out observations and is present at review meetings to ensure that children with SEND are supported appropriately. Any areas where there is

further training needed can then be identified and met through individual support, staff meetings or other training methods.

We may also request our Speech Therapist or other professionals to undertake some work to support staff in making good provision for SEN children.

Transitions

At St Mary's we encourage all new children to visit the school prior to starting. For children with special educational needs, we would encourage further visits to meet their new teacher and to assist with the acclimatisation of the new surroundings. We would also endeavour to visit them in their current school if possible and to attend any review meetings held before transfer.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits to the receiving school and encourage staff from the new school to come to St Mary's to meet their new pupil and to talk to staff here about their needs.

If your child has an Education and Healthcare plan, then the transition review meeting will identify any additional transition work which needs to take place.

For those children who we feel will find transition potentially difficult, we make up transition books which use photos and social stories to discuss what the new school will be like and to address any worries or concerns that they may have.

Helpful Contacts

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet the SENDCo, Mrs Wood.

Contact details for the school are:

St Mary's CE Primary School,
Yew Tree Road,
Slough,
SL1 2AR,
Telephone (01753) 534791,

Email:

officestaff@stmarys.slough.sch.uk
safeguarding@stmarys.slough.sch.uk
behaviour@stmarys.slough.sch.uk

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