



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

Reigate St Mary's SEN Report

1) What kinds of special needs are provided for at Reigate St Mary's?

Reigate St Mary's has regard to the SEN Code of Practice: for 0-25 years (2014) when carrying out its duties toward all pupils with SEN. The school currently endeavours to make necessary provision for children who have difficulties with cognition and learning, behavioural, emotional and social difficulties, communication and interactional difficulties and sensory and physical difficulties. The school is committed to ensuring that all children at the school, regardless of ability, have equal access to the curriculum and play a full part in all aspects of school life.

2) What is the school policy for identifying and assessing pupils with special educational needs?

Teachers in the Early Years look out for children who may have additional learning needs. In order to build a picture, practitioners collect background information on the child by sensitively gaining information from parents and/or previous setting notes and by using their own observations. Any concerns a practitioner has are shared with the Early Years SENCO and discussed with parents.

From Year 1, all children at Reigate St Mary's are assessed against the National Curriculum levels of attainment at regular intervals throughout the year. The school also uses NFER and CAT tests including VR and NVR and spatial reasoning tests at different points within the school as they are a useful tool for identifying any anomalies. These assessments, alongside teacher observations identify any children who are not making the expected progress, and at which point intervention in the form of small group or one-to-one support is usually put in place. The SENCO, learning support teachers and class teachers may make informal observations and assessments to help find out more about any difficulties a child may be experiencing.

A small number of children continue to make limited progress despite intervention. At this point the class teacher will discuss with the child's parents whether seeking further advice is necessary and may recommend an external assessment by a G.P, Educational Psychologist, Speech and Language Therapist, Occupational Therapist or Physiotherapist depending on the child's area of need. The school aims to work in conjunction with parents to share concerns and identify the most appropriate course of action.

Some children may have already been identified as having special educational needs when they start at Reigate St Mary's. The staff endeavours to support these children to the best of their abilities by following recommendations from medical professionals, Occupational Therapists, Speech and Language Therapists and Educational Psychologists.

3) What is the school's policy for making provision for children with Special Educational needs?

Please see the [SEN Policy](#) and the [Early Years SEND and GT procedures policy](#)

a) How does the school evaluate the effectiveness of its SEN provision?

Children with special educational needs or who may have special educational needs will be put on an IEP (Individual Education Program) The teachers, in conjunction with the SENCO will set individual targets for these children to help meet their needs.

It is the responsibility of the SENCO to ensure that the teachers set appropriate targets which are reviewed regularly. The SENCO will monitor the progress of all children with an IEP or who have been raised as a concern, using the school's Rainbow tracking system and will use this information to assess the effectiveness of the provision provided and make any necessary amendments.

b) What are the school's arrangements for assessing and reviewing the progress of children with SEN?

Children with SEN are assessed termly in line with the whole school Assessment Policy. After Assessment Week, teachers meet with parents to discuss their child's progress and to share the children's reviewed and updated IEPs.

Children who have been identified as having specific learning difficulties such as Dyslexia, but who are making satisfactory progress and working in line with expectations for their age, may not need an IEP because their needs are being met through the teacher's classroom practice, differentiation, additional resources and learning support. These children will be monitored in line with the whole school Assessment Policy.

Some children with special educational needs have support from several different professionals. The SENCO organises review meetings inviting the child's parents, the class teacher, learning support teachers, Deputy Head (Pastoral) and any other professionals who work closely with the child.

c) What is the school's approach to teaching children with SEN?

Reigate St Mary's has high expectations of all pupils. We believe with the right support all children can meet their potential. We aim to work closely with parents and listen and act on their concerns. Reigate St Mary's makes reasonable adjustments to ensure children with special educational needs have the same opportunities and chance of success as their peers. *Reigate St Mary's aims to have an open honest relationship with parents as well as a duty of care for the children and will on rare occasions express their concerns if they feel the school is unable to meet the needs of a child.*

d) How the school adapt the curriculum and the learning environment?

Lessons are differentiated to meet the needs of all children within the class. Teachers also employ a variety of resources to support children with special educational needs ranging from wedge cushions to writing slopes, fiddle aids to ACE dictionaries. Teachers act on advice from outside agencies.

The Deputy Head (Pastoral) and SENCO meet regularly to identify any upcoming events in the school calendar that may need adapting to meet the needs of children with special educational needs, amendments are made to meet the needs of individual children.

Children with educational psychologist reports that show scores below 85 percent in processing speed, writing speed or reading speed are given extra time in assessments. This year the school trialled using a separate room for reading assessments for children entitled to exam concessions. Following review a decision will be made as to whether this made a difference to the children's

success.

Some children with special educational needs benefit from being given additional opportunities to use a laptop or an iPad to record their ideas in class.

e) What additional learning support is provided for children with special educational needs?

Reigate St Mary's has two part time learning support teachers, Mrs Heather Butt who is employed by the school 2 days a week and Mrs Janet Olivier who works at the school 3 days a week on a peripatetic basis. These teachers are additionally trained and take children out for one-to-one support sessions which are tailored to their individual needs.

We also have two Speech and Language Therapists, a Counsellor and an Occupational Therapist who are available to assess and support children with special educational needs. All individual support is at an additional cost to the parent.

Teaching assistants are employed in all year groups where possible and are used to take pairs or small groups for additional support, for example teaching assistants run the Springboard maths intervention programme.

f) What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

Reigate St Mary's runs a touch typing club and children with special educational needs are invited to attend. The club aims to supporting the teaching of touch typing and provide children with an additional opportunity to practice their skills in order to facilitate the use of ICT in class. However we encourage children with special educational needs to participate in any clubs and the club leader will make any reasonable adjustments necessary in order for a child to participate fully.

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

The Deputy Head (Pastoral) and SENCO have regular meetings with some of the older children to discuss concerns and resolve issues regarding friendships. The school has a well-established Charter of Values, which promotes friendship, respect and care for all children. The school runs peer mediation to help all children with their friendships as well as those with special educational needs.

Class teachers play a significant role in communicating and supporting children with special educational needs on a daily basis advising and discussing changes to the school day, resolving playground disputes, communicating with parents and ensuring children are fully equipped for their lessons.

We aim to have an open door policy to support all children in the school, not just children with special educational needs.

4) Who is responsible for co-ordinating special educational needs at Reigate St Mary's ?

Miss Julie Filmer is the Early Years SENCO
JAF@reigatestmarys.org

Mrs Kate Gibb is the part-time designated SENCO for Years 1-6:
KAG@reigatestmarys.org
01737 244880.

5) What is the expertise and training of staff working with children with special educational needs and how will this specialist expertise be secured?

All teachers in the school are teachers of children with special educational needs. The school aims to provide professional development for its entire staff through INSET days and twilight sessions. Most recently, Chris Coombes from Brooklands School trained all staff on social stories and working with children with ASD. The SENCO also gave a short talk on the changes to special educational need provision as a result of the new 2014 Code of Practice.

At Reigate St Mary's we value the role of teaching assistants in supporting children with special needs: several teaching assistants have been trained by, and work closely with, an Occupational Therapist to run programmes to develop handwriting skills to supporting children who have difficulties with gross motor skills and core strength.

In July 2014 Sarah Scott from Linden Bridge Outreach Team, came to support and advise us.

6) How is the equipment and facilities for children with special educational needs secured?

The school provides equipment and books necessary to support children with special educational needs using the special educational needs annual budget. Teacher or teaching assistant led intervention programmes are run depending on the needs of individual year groups. The Deputy Head (Pastoral) and SENCO look at the needs of each year group, when allocating additional teaching assistant support. Individual learning support is funded by the parents.

7) What are the arrangements for consulting with parents of children with special educational needs and involving them in the education of the child?

Teachers aim to meet with parents of children with special educational needs at least termly in addition to Parents' Evening and open classroom events. At these meetings teachers and parents discuss their child's progress and needs and the teacher will explain how the school is supporting their child and what we would like them to do at home.

Teachers and the SENCO are always available to have additional meetings with parents of children with special educational needs. We encourage parents to voice any queries or concerns to the class teachers or SENCO who will act quickly to resolve any problems.

8) What arrangements are made for consulting young people with special educational needs about, and involving them in, their education?

The answer to this question depends on the individual child's level of need and maturity and the wishes of the parents. All children on an IEP should be aware of their targets, but may or may not know that they are part of an individual programme because they have special educational needs.

If a family are open with their child about their needs the teachers and SENCO can discuss what they find difficult and offer strategies for support. However, some parents may feel their child is not ready to discuss their needs openly, in which case the school will aim to provide support and

guidance in a less explicit manner.

This is an area that will need to be addressed as part of the SEN action plan.

9) What arrangements are made by the governing body relating to the treatment of complaints from parents with pupils with special educational needs?

Parents are advised to raise concerns to the class teacher or SENCO initially, either personally, by email, via the school office or by telephone.

If however, they are unhappy with their response the Deputy Head (Pastoral), Curriculum Co-Ordinator and Headmaster are available for meetings.

10) Who can parents contact for support services of pupils with special educational needs?

Parents may wish to contact the following organisations for further support and advice:

- **SESDA** (South East Surrey Dyslexia Association <http://www.sesda-dyslexia.co.uk>)
- **Surrey Parent Partnership** <http://www.surreyparentpartnership.org.uk/>
- 01737 73730011
- CAMHS Child and Adolescent Mental Health service <http://www.surrey-camhs.org.uk/en/content/cms/parents-carers/about-us>
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11) What are the schools arrangements for supporting pupils with special educational needs in transferring between phases of education?

Reigate St Mary's is the junior school to Reigate Grammar School and most of our children move on to Reigate Grammar School for their secondary school. There is a close link between the two schools and the Deputy Head (Pastoral) and SENCO of Reigate St Mary's meet with the Head of First Form and the SENCO of Reigate Grammar School to discuss children's needs, IEPs, learning support and any other provisions that are needed to smooth the transition from one school to the other. We can arrange additional visits to the new site to meet teachers and help children become familiar the environment.

All children going to Reigate Grammar School have interviews, attend opens days, and meet their new teachers and Head of Year. Teachers from Reigate Grammar School also come over and visit the children before they start.

Not all children leave Reigate St Mary's at Year 6 or choose to move on to Reigate Grammar School. With the parents' permission any professional reports, such as educational psychologist s reports are always passed onto new schools and the SENCO, Deputy Head (Pastoral) and class teachers often speak to the child's new school either by telephone or email.

This year we have also trialled using a transition pack to talk to individual children about the changes involved in moving to secondary school to help prepare them for the move.

12) Where is the local authority's local offer published?

Information about the local authority's local offer is available at:

<http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/our-local-offer-support-and-advice-for-children-and-young-people-with-send>