

# St Marie's Catholic Primary School

## Local Offer/SEND Information Report



**ST CLARE**  
Catholic Multi Academy Trust

### 1. What is the name of your educational provision?

#### St Marie's School, A Catholic Voluntary Academy

Fulwood Road, Sheffield, S10 3DQ.

Tel: 0114 230 1904.

Email: [enquiries@st-maries.sheffield.sch.uk](mailto:enquiries@st-maries.sheffield.sch.uk)

Special Educational Needs Co-ordinator (SENCO): Maria Fernandes [senco@st-maries.sheffield.sch.uk](mailto:senco@st-maries.sheffield.sch.uk) ;  
Hours of work: full time

Special Educational Needs and Disabilities (SEND) Governor: Ms Louise Sheppard [senco@st-maries.sheffield.sch.uk](mailto:senco@st-maries.sheffield.sch.uk)

School Business Manager: Mrs Lindsay Graham [lgraham@st-maries.sheffield.sch.uk](mailto:lgraham@st-maries.sheffield.sch.uk)

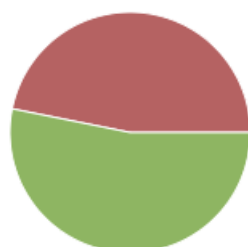
### 2. Please give a brief overview of your educational provision

St Marie's is an average-sized primary school which converted to become a Catholic Voluntary Academy in October 2012 and became part of St Clare Catholic Multi-Academy Trust (CMAT) in September 2022. 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 Sheffield.

## Demographics of St Marie's School

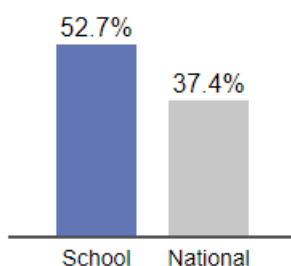
2023-2024: 222 Pupils

Gender

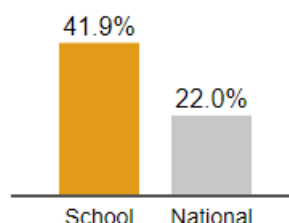


● 46.8% Boys  
● 53.2% Girls

Minority Ethnic Background

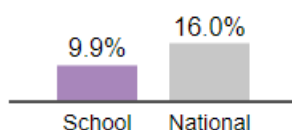


EAL



Pupils with SEND

	# Pupils	% Pupils	National
SEN Support	20	9.0%	13.5%
EHC Plan	2	0.9%	2.5%



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

Overall – **Good** (Last published report 2017)

Achievement of Pupils – Good

Quality of Teaching – Good

Behaviour and Safety of Pupils – Good

Leadership and Management – Good

[Short inspection](#) on **22 & 23 November 2022** - St Marie's continues to be a **GOOD** school.

**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: 224**  
**Average class size: 32**

## **5. How does the setting identify learners with SEND?**

There is an 'on entry assessment' early in September for Reception pupils. If there are any additional needs which have not been identified prior to starting school, we monitor progress using a Plan, Do, Review cycle each half term. Where necessary, we seek advice and support from external agencies.

In every year group, teachers closely monitor the children in their class to ensure they are making progress in all areas of learning including academic, physical and social development. Any concerns are shared with the SENCO and with parents. If necessary, the SENCO undertakes classroom observations or assessments for those children who are not making progress in line with age-related expectations.

For all children on the SEND register, we follow the advised cycle of Plan, Do, Review. The SENCO liaises regularly with members of staff regarding SEND pupils to ensure provision meets need. Each term, pupil tracking data is used across the school, as are Pupil Progress Meetings. These are used to check that progress is being made in relation to age-related and national expectations. Advice is sought from other services such as the Autism and Social Communication Team, Educational Psychology (EP) Service, Speech and Language team and the Family Intervention Service, 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 has access to a disabled toilet. 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 SEND. The class teacher, with the support of the SENCO and with parental consultation, oversees and plans the education programme for a learner with additional educational needs. Quality First Teaching is evident across the school. This equates to Level 1 provision on the Sheffield SEND Support Grid. Level 2 provision takes place in small group work within the classroom during the lesson or in a designated work-area. We are unable to provide 1:1 support but we timetable the day so that opportunities are in place to support pupils' needs. For example, interventions related to individual targets and outcomes, sensory breaks, emotional wellbeing and nurture sessions.

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 when needed. If a child is well below age related expectations, we use the Birmingham Toolkit, Locke and Beech or Boxhall Profile to track progress.

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

Ongoing CPD is tailored to the needs of the children and the expertise of teaching staff. At St Marie's we ensure that Quality First Teaching strategies are in place and that training directly supports the needs of children with additional needs. Teachers and TAs are signposted to relevant, up to date training. Key staff are kept aware of children's needs through regular meetings and the use of CPOMs software for confidentially monitoring safeguarding, wellbeing and pastoral issues. Examples of training include Trauma Informed Schools UK, Mental Health and Wellbeing, Autism Education Trust, Locality Training on Sheffield Support Grid, SEND Reviews, Extended Support Plan Outcomes, SENCO Briefings which are then cascaded to staff; De-escalation strategies; ADHD; Speech and Language interventions such as VIP NIP LEAP training.

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

Staff are at the school gates each day to welcome children and their families. Class teachers use Microsoft Teams, emails, phone calls and meetings to communicate with parents and carers to keep them fully informed about their child. Termly SEND Review meetings take place 3 times a year. Targets are identified and outcomes and successes are shared. 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 SEND and how often does it do this?**

- St Clare's Trust annual SEND Audit
- Moderation visits across schools
- Tracking data to carefully map progress
- Termly Pupil Progress Meetings
- Regular monitoring using CPOMs and discussions between Headteacher, SENCO and Class Teachers
- Provision Maps which measure the effectiveness of interventions each term
- Termly Learning Walks
- SENCO observations and assessments as required
- SEND Termly Review Meetings to monitor progress related to outcomes
- The school Local Area Committee (Governors) 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, swimming and out of school activities, for example, are recognised in the same way as academic subjects. We use a Trauma Informed approach where the child's feelings and views are valued. Wellbeing is at the centre of all we do. We recognise effort and celebrate politeness, tolerance and respect for each other. The school deals with any concerns promptly and efficiently. Our staff supervise the children at playtimes and lunchtimes which helps to further support the children's wellbeing. Vulnerable children are directed towards focussed activities. We work in partnership with an Educational Mental Health Practitioner and a CARITAS Counsellor who attend weekly.

### **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 publicly, 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. Alongside opportunities for group intervention work to improve cooperation and engagement, we support children's wellbeing through early intervention. We can refer children, with parental consent, to an Educational Mental Health Practitioner or to a CARITAS counsellor, who 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 Headteacher works closely with parents/carers of children whose attendance is a cause for 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, masses and Celebrations of the Word, 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:**

<b>Breakfast clubs</b>	<b>After school clubs</b>	<b>Holiday clubs</b>
Yes	Yes	No

<b>14. How do you consult with and involve learners in their education?</b>
St Marie's promotes the optimal development of each child. Pupil voice is key to this. We achieve it through formal and informal discussion in class and by using frameworks and structured conversations in 1:1 situation depending on the needs of the child. SEND pupils' 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.
<b>15. How do you prepare learners with SEND to progress to, from and within your setting?</b>
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, taster and 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 from St Marie's to Notre Dame High School for their Secondary education. Children new to school receive a Home Visit prior to joining. We prepare the pupils well for Key Stage 3. Within school we also have a carefully planned transition process. This includes transition to the new classroom, meeting the new teaching team and transition staff meetings, where teachers pass on information related to each child with SEND.
<b>16. Do you have an online prospectus? Are there open days for families and learners?</b>
Our school website is <a href="http://www.st-maries.sheffield.sch.uk">www.st-maries.sheffield.sch.uk</a> . <a href="#">Virtual Prospectus</a> We warmly invite prospective families to visit our school in person, as it offers an opportunity to look around our school and celebrate our achievements together. Details of our admission policy together with the latest school information is available <a href="#">here</a> . In addition, we can be followed on Twitter @st_maries. Parents are welcome to contact school with any questions they may want to direct to the Headteacher or the SENCO.
<b>17. Do you offer outreach to home educating families?</b>
No
<b>18. Does your setting offer any additional services for learners with SEND?</b>
No