



## St Marys Primary School Local Offer

### ALTERNATIVE LEARNING PROVISION:

St Mary's Church of England Primary School

This document describes how the school supports children's learning

We believe that:

- All children deserve quality first teaching to ensure high levels of achievement
- Children's learning needs should be provided in a variety of ways,
- Children should be provided with the maximum possible amount of opportunities
- Children should have access to a strong Inclusions team who will provide support and care
- Children should be encouraged to become independent learners.
- All children need to develop into life long learners who are excited and engaged by school

Our children have access to a devoted team of teachers and senior staff who strive for the very best to ensure that your child's school days are happy and fulfilled.

We are an inner city school which provides for pupils in the St Mary's area of Southampton.  
The school has a large proportion of children who have English as an additional language.

Our School currently includes pupils with SEND (Special Educational Needs and Disability) in the following areas:

- Learning Difficulties
  - Speech, Language and Communication
  - Asperger's and Autistic Spectrum
  - Specific Learning Difficulties
  - Medical needs
  - Social, emotional and Behaviour difficulties.
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	<b>What is available for all pupils in our care</b>	<b>What targeted support can we offer individual pupils and small target groups</b>	<b>What specialised individual support is available</b>
Learning and curriculum	<p>The children are given full access to the National Curriculum and Religious Education.</p> <p>Subject Leaders carry out audits of planning and resources to ensure a broad and balanced curriculum.</p> <p>Planning is differentiated to meet individual pupil's needs.</p>	<p>Children identified with special educational needs are referred to the Inclusion Team.</p> <p>Assessments are carried out and gaps in learning identified.</p> <p>Children are supported in small groups and individually in addition to the differentiated class work.</p>	<p>The school responds to concerns raised by staff or parents. The Inclusions Leader may ask for assessments to be carried out.</p> <p>A referral to the Educational Psychologist or the Primary Heads Inclusions Group. (PHIG) may be made for further advice and support.</p> <p>Following the advice and ongoing support a specialised programme will be put in place.</p>
Support	<p>Visual aids are used in classrooms and during lessons to support Children with English as additional Language (EAL) and children with learning difficulties.</p> <p>Constantly changing "Learning Walls" are used to support the children's learning</p> <p>Progress and attainment is monitored by the class teacher and relevant Phase Leaders.</p> <p>Children and Teachers use Success Criteria to support learning . Assessment for Learning informs the future planning and next steps for each child. Children carry out their own self assessment of their learning.</p>	<p>Access to small group work with teachers and teaching assistants who then use progressive Success Criteria to further support the learning and to inform planning and next steps.</p> <p>Work is differentiated, learning outcomes and progress are monitored by the Inclusions Leader and/or Early Years SENCo</p>	<p>Support in small groups and individual support monitored and overseen by the Inclusion Leader.</p> <p>There is a designated leader for School Action Plus children who oversees and supports the work with these pupils.</p> <p>The Head of School and a designated teacher monitor Child Protection Issues and Children Looked After</p> <p>Support is sought from outside agencies.</p> <p>The school has its own Speech and Language Support Assistant. (SALSA)</p> <p>There is an initiative to support new arrivals into the country to teach basic language skills.</p>
Teaching approaches	<p>The senior leadership carry out regular observations in the classroom to ensure the quality of teaching.</p> <p>Tracking is updated termly with children's levels in the core subjects.</p> <p>Regular coaching sessions take place to ensure staff development with coaches working alongside staff in the classroom.</p> <p>Parents' evenings are held termly and written reports are sent to parents in the Spring Term. A summary report is sent out in the Summer Term.</p> <p>Teachers use Assessment of Pupil Progress (APP) to measure pupil progress and to inform planning for the next steps.</p> <p>Assessment for Learning (AFL) lies at the heart of all teaching to allow the needs of all pupils to be met.</p>	<p>The school employs pupil premium teachers and teaching assistants. PP pupils are identified and small focus groups receive booster sessions.</p> <p>Timetabled Individual Education Plan interventions (IEP) are provided for children working significantly below the National Expectation.</p>	<p>Children with individual special needs are supported by teaching assistants and with 1:1 support where needed.</p> <p>The school makes good use of outside agencies and support from specialist schools.</p> <p>Where necessary statements of special needs are applied for.</p>

<p>Behaviour and Emotional Support and Well Being</p>	<p>The School has a Positive Behaviour System which is in place in all classrooms. There are clear guidance and systems to follow.</p> <p>The school employs Emotional Literacy Support Assistants and Behaviour Management Assistants who give individual, group and class support.</p> <p>The school has an inclusion team lead by an Assistant Head. The team consists of ELSAs and behaviour specialists.</p> <p>An Educational Welfare Assistant supports families with attendance or punctuality issues.</p>	<p>ELSAs who work on</p> <ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Friendship groups</li> <li>• Loss and bereavement</li> <li>• Anger management</li> <li>• Behaviour management</li> </ul>	<p>Where appropriate children are given regular ELSA sessions or 1:1support.</p> <p>The school has formed a strong link with Southampton Mediation Officer to work with children and parents</p>
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