



# St Mary & St Thomas Primary School

## Meet the Teacher

2023-2024

This presentation is full of information which will be useful for parents and carers to help support their child and family whilst at SMST.

If you have any questions about anything in this presentation or require any more information, please speak to your child's class teacher.

The school office can be contacted on 01744734320

or [stmarythomas@three-saints.org.uk](mailto:stmarythomas@three-saints.org.uk)

The school website can be found at : [www.sm-st.co.uk](http://www.sm-st.co.uk)

The school twitter is @stmarythomas

# Meet the Class team

- ▶ Teacher:
- ▶ Learning Support Assistant:

# Curriculum Information

- ▶ Refer to school website to the show the curriculum handouts and information available on the class page.
- ▶ Class handbooks will be handed out in September with key dates for the year ahead.

# Reading

(at least 5x a week, every week)

- ▶ All children should bring in their reading books and reading journals everyday as adults in school may read with them.
- ▶ Our expectations for home reading...
  - ▶ Children should be reading at home 5 times each week
  - ▶ We ask that their reading records are signed each time they do, as opposed to one signature referencing 5 times reading. This allows us to keep track of their reading journey and staff can then talk to the children about their books, what they've enjoyed and what they may need help with.
  - ▶ Each class has a reward system in place for children who read 5 times.

# Extra-curricular activities

- ▶ Each half term, details about our extra-curricular clubs will be shared via the Arbor app so that you can sign your child up for their preferred choice.
- ▶ The clubs will go live at 6pm on the designated day on a 'first come first served' basis.
- ▶ All extra-curricular clubs are free of charge.
- ▶ There are always a range of clubs for a range of year groups.
- ▶ We track participation at extra-curricular clubs throughout the year and we are always looking for ideas to ensure all children attend at least one club per school year.
- ▶ Breakfast club is available every morning from 8am. Wraparound care is available every evening after school to 5:30pm. There are additional charges for this service.

# Online platforms

- ▶ Social media:
  - ▶ Regular updates will be posted on Twitter and/or Facebook.
- ▶ TTRockstars:
  - ▶ TTRockstars is a fantastic resource that we use in school to boost pupils' knowledge and understanding of their times tables.
  - ▶ The children can access their account at home (with their individual username and password) and we would like you encourage your child to use it so that they can boost their thinking skills and become times-table proficient.
- ▶ Reading Eggs/Reading Plus:
  - ▶ The programme helps students develop the skills they need to be proficient readers and lifelong learners. Through regular Reading Plus practice, reading will become easier, comprehension will increase, and your child will make meaningful connections between what they are reading and what they are learning.

# Online safety

Our children are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks.

School employ a range of strategies to help keep our pupils safe online. They include the following:

- ▶ Monitoring and filtering the information the children have access to (We use Smoothwall: web filter and Impero: monitors all computer usage)
- ▶ We have regular online safety lessons throughout our Computing curriculum. We use Project Evolve- E-safety
- ▶ Annual online safety days along with parent workshops throughout the year.
- ▶ Our school website can provide parents with additional information about how to stay safe online along with parental guides for social media platforms and other online games.
- ▶ Signposting to useful websites and guides such as [National Online Safety | Keeping Children Safe Online in Education](#)

# SEND

Our school SENDCO (*Special Educational Needs and Disabilities Coordinator*) is Mrs Parry.

We are a mainstream school and the majority of our pupils are expected to reach age related expectations. The team ensures that children with additional needs receive the support they need in the 4 areas of need as laid out in the SEND Code of Practice 2014. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

If you have concerns regarding your child in relation to a potential SEND need, you should discuss this with your child's class teacher in the first instance. At SMST, we are committed to early identification of need and therefore your child's class teacher or the SENDCO may seek to discuss a potential SEND need with you in order to commence the Graduated Response.

For detailed information about our policies and processes, please visit our school website and download the School Information Report and SEND policy, both of which are updated annually.

## GRADUATED RESPONSE TO SEND

As a maintained school, we are required to follow the Graduated Response. Unless circumstances are exceptional, we must follow this guidance and allow time for observation and assessment prior to requesting further assessment or implementing specialised approaches.

The school's response is broken down into five major stages:

- \* Monitoring through pupil progress meetings and the SENDCO working in liaison with teachers
- \* School SEND Support (*Interventions within and by school*)
- \* School SEN Support Plus (*Assessments and/or interventions by other supporting agencies*)
- \* Enhanced School Support (*Request for additional funding if it is needed to enable a child to be educated within mainstream education*)
- \* Education Health and Care Plan (*School may request statutory assessment if a child has complex needs which may require an alternative specialist educational provision or environment*)

A child does not automatically progress up the stages. Intervention and stage of need may remain static if the child's progress is deemed to be satisfactory, and may reduce if needs become less. If a child makes good progress and their needs are no longer considered to be a barrier to learning or engagement, they will complete a 12-month monitoring period to ensure that progress is maintained, before being removed from the SEND register (if appropriate).

# Graduated Behaviour Response

In school we have a clear relationships and behaviour policy. As part of that, we have our graduated response to behaviour which can be seen below. It outlines everybody's responsibilities and potential consequences linked to poor behaviour.

Level of Behaviour	Behaviour profile of child	Strategies and approaches employed by the school	Role of parents	Role of child	Consequences because of poor behaviour	Sentence stems/ prompts
<p><b>A</b></p> <p><b>Always doing the right thing</b></p>	<p>Generally outstanding behaviour. Sometimes can be an occasional blip which may sometimes result in a consequence but responds well to the whole school behaviour policy</p>	<ul style="list-style-type: none"> <li>Class conduct for behaviour</li> <li>Whole school behaviour policy (+<del>XR</del>/ -<del>XR</del>)</li> <li>Discussion with child to find out if anything is worrying them or upsetting them</li> <li>Discussion with the child-learning point identified and what to do next time</li> <li>Praise as soon as possible for making the right choice</li> <li>Informal discussion with parent as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Attend parent interviews, receive feedback about behaviour</li> <li>Completion of homework/ reading and any additional home tasks</li> <li>Discuss what happened with your child and possible ways forward next time</li> <li>Inform school of any circumstances which could be upsetting your child e.g. bereavement/ changes in family circumstances etc.</li> </ul>	<ul style="list-style-type: none"> <li>Follow class code of conduct</li> <li>Complete homework, reading and any other task set</li> <li>Talk to an adult about what happened and be truthful about your role in a situation</li> <li>Accept consequences and learn from the situations</li> <li>Talk to an adult in school if you are upset or worried about something</li> </ul>	<ul style="list-style-type: none"> <li>Missed minutes</li> <li>Missed playtimes</li> <li>Missed part of lunchtimes</li> <li>Class teacher discussions with parents</li> </ul>	<p>'I love the way you...'</p> <p>'You've remembered that we...'</p> <p>'Thank you for...'</p> <p>'Let's show...'</p> <p>'I'm proud of you because...'</p> <p>'I've noticed you have done... well done...'</p> <p>'Thank you for being such a good role model/ member of our class...'</p> <p>'Thank you for always doing the right thing.'</p> <p>'Well done – for making correct choices.'</p> <p>'You have made me happy.'</p> <p>'You are making a big effort. Thank you!'</p> <p>'You are amazing/hard working.'</p> <p>Smile</p> <p>Praise</p>

<p><b>B</b></p> <p><b>Must be better</b></p>	<ul style="list-style-type: none"> <li>Emerging pattern of behaviour</li> <li>Occasional refusal to work</li> <li>Distracting class from working</li> <li>Difficulty interacting with peers during structured and unstructured times</li> </ul>	<p>In addition to A provision:</p> <ul style="list-style-type: none"> <li><b>Class teacher to have a more formal discussion with parents outlining concerns</b></li> <li>In class additional strategies which will not be used by the whole class <u>e.g.</u></li> <li>Discussion with SENDCO to discuss any area of need</li> <li>Use of de-escalation strategies</li> <li>Implement individual visual timetable</li> <li>Payback of lost learning time</li> <li>Monitor and place on an SEN-Support Plan for SEMH if behaviour does not improve after a given <u>period of time</u> as agreed with KSL/ SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>Attend discussions with class teacher on a daily/ weekly basis as necessary</li> <li>Understand that your child will have to make up lost learning time</li> <li>Share successful home strategies with school</li> </ul>	<ul style="list-style-type: none"> <li>Talk to an adult about what happened and be truthful about your role in a situation</li> <li>Accept consequences and learn from the situations</li> <li>Talk to an adult in school if you are upset or worried about something</li> <li>Make up lost learning time</li> </ul>	<ul style="list-style-type: none"> <li>Missed lunchtimes (with SLT)</li> <li>Missed after-school clubs/ enrichment activities for 1 week</li> <li>Class teacher to have more formal discussion with parents</li> <li>KSL to be included in meetings if at risk of progression to C.</li> </ul>	<p>'Don't forget to...'</p> <p>'You're really good at...'</p> <p>'I'd like you to...'</p> <p>'Let's remember to...'</p> <p>'Remember we agreed to...'</p> <p>'If you continue with this <u>behaviour</u> you will be in at break'</p> <p>'If you choose to do your work, you can go out and play'</p> <p>'Is everything okay?'</p> <p>'We know you can...'</p> <p>'We do this in school...'</p> <p>'We don't/never do/say...'</p> <p>'How would you/they feel...'</p> <p>'Can you remind me of ...'</p> <p>'<u>Your</u> stopping the class from...'</p> <p>Reminder parents will be spoken to.</p> <p>Refocus situation</p> <p>Remember our school rules/ class charter</p> <p>Point out a good role model</p> <p>Give opportunity to amend behaviour.</p> <p>Reminder of positive consequence for making right choices.</p> <p>Reminder of choices and consequences</p>
--	---	---	---	--	--	--

<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Concerning behaviour</b></p>	<ul style="list-style-type: none"> <li>Increasingly not meeting expectations (structured or unstructured times)</li> <li>Individual modifications are not having a positive response</li> <li>Emerging bullying behaviours - child beginning to target another child or group</li> </ul>	<p>In addition to B provision:</p> <ul style="list-style-type: none"> <li><b>Key Stage leader/AHT and Class teacher to have a formal discussion with parents outlining concerns-establish frequency of contact going forward</b></li> <li>Possible meeting with the HT</li> <li>Observation and/or assessment of behaviour by appropriate professionals</li> <li>SEN-Support Plan to be implemented</li> <li>Pupil to be raised at planning meeting with appropriate professionals and suggestions implemented</li> <li>Complete Behaviour Profile</li> <li>SDQ and Boxall</li> </ul>	<ul style="list-style-type: none"> <li>Attend meeting with KSL and class teacher</li> <li>Understand that your child will have to make up lost learning time</li> <li>Share successful home strategies with school</li> <li>Ensure you are aware what IBP targets your child is working towards</li> <li>Comply with and give consent for referrals to other agencies to support your child</li> <li>Attend meetings - if <u>necessary</u> with professionals from other agencies</li> </ul>	<ul style="list-style-type: none"> <li>Talk to an adult about what happened and be truthful about your role in a situation</li> <li>Accept consequences and learn from the situations</li> <li>Talk to an adult in school if you are upset or worried about something</li> <li>Make up lost learning time</li> </ul>	<ul style="list-style-type: none"> <li>Missed after-school clubs/ enrichment activities for at least 2 weeks</li> <li>Key Stage leader and Class teacher to have a formal discussion with parents HT to be included in meetings if at risk of progression to D</li> </ul>	<p>'What happened...?'  'Can I help you with...?'  'What can I do to help...?'  'Maybe you can____'  'In our class, we agreed that...'  'Shall we go for/ to/ because...'  'I'm sad about this situation, our class/team are sad'  'How would you feel____'  'Kind hands, kind feet.'  'Let's go and do a job.'  'Don't make others sad.'  'Are you ready to listen?'  'We follow rules when in school'  'You can...____ if you'</p> <p>Reminder of consequence but reminder to stop only when calm.</p>
--	--	---	--	--	---	--

Levels D & E in place for further escalations in behaviour – Involvement of Head Teacher and external agencies.

# Therapeutic support

Therapeutic interventions are available in school to help children with any concerns or worries they have coming into school or have whilst in school. During these sessions, the children can access VOC, bereavement, loss, separation, emotional and social support, friendships, transition, Young Carers and Lego therapy. This is delivered by Miss Pennington, our therapeutic learning assistant.

We can also refer children to external agencies to further support with their mental health and wellbeing. Examples include:

- Listening Ear: a counselling service designed to support children with bereavement, trauma etc.
- CAMHS
- Emma Thomason (MHST team)



*Emma*

I support children who might be experiencing:

- Worry & anxiety
- Low mood
- Difficulty regulating emotions and managing their behaviour

I can help through:

- 1:1 CBT-based support for children
- Parent-led CBT-based interventions
- Groupwork
- Signposting and referring on to the most appropriate service

*I am an Educational Mental Health Practitioner with St Helens Mental Health Support Team*

I can also support the Whole-School Approach to Mental Health through:

- Parent/carer workshops
- Assemblies
- Staff training and workshops
- Whole class workshops

Referrals are completed every half term through consultation with school



# Attendance

**‘We aim to encourage and assist all pupils to achieve excellent levels of attendance and punctuality. Therefore, our target for all pupils is to achieve at least 96% attendance over the course of a school year, with no unauthorised absences.’**

## Parents:

- ▶ Ensure that your child attends school regularly, arriving on time (8:45am).
- ▶ To follow the procedures for absences in informing school (phone school, send a text message or email to let us know if your child is going to be absent)
- ▶ To arrange family holidays during school holidays. When this is not possible, parents should apply for leave of absence using the relevant request form available at the school office.
- ▶ Contact school if there is a problem which will affect regular attendance or punctuality.
- ▶ If possible, book doctors and dental appointments outside of the school day.
- ▶ If attendance dips below 96%, you will receive a trigger 1 letter informing you we will be closely monitoring your child’s attendance. If it dips below 93%, we will ask you to work with our attendance officer on an attendance support plan which involves meeting every 4-6 weeks, looking at ways in which school can support the family to raise attendance.

## School want to:

- ▶ Ensure that children and parents realise the importance of good attendance and punctuality.
- ▶ Work with parents and carers towards good levels of attendance and punctuality.
- ▶ Work with parents alongside the Attendance officer and Family Support Worker to encourage good levels of attendance.
- ▶ Take positive action to address any poor attendance or punctuality, using systems to identify, monitor and address any attendance problems.
  - ▶ Attendance heroes
  - ▶ 100% attendance prizes

# Safeguarding

At St Mary & St Thomas, we safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. We provide an open-door policy and ask parents to effectively communicate with school regarding any changes to your child or their homelife.

- ▶ Our school website holds a wealth of information for parents to access. Key information on there:
  - ▶ parental guides
  - ▶ local centres to support parents
  - ▶ Support around gaming and online safety
  - ▶ School's wellbeing team and how they can support parents

# Parental Support

We have lots of support available via school for parents and carers, they include:

- ▶ **Family Support Worker:** Miss Shields works full time in school and support families with a range of support. Feel free to pick up the phone and give her a call.
- ▶ **Invest In Play:** Parenting programme to support parents who need support with behaviour techniques, routines and boundaries and how to implement them in the home
- ▶ **First Steps toddler group:** Under 5s Toddler Group held at St Thomas' Church every week 1:30pm-2:30pm. Admission is free. Join us for a fun filled afternoon of play, toys, refreshments, songs and stories.
- ▶ **EHAT assessments:** School will complete an assessment with parents which will determine what support families could potentially need.

There are also a range of external agencies we can refer you to for support:

- ▶ **Young Carers:** School can complete a referral should there be any parents who feel their child goes above and beyond to provide care or support for either parent or sibling. [News \(sthelensyoungcarers.org\)](http://sthelensyoungcarers.org)

# Parental Support (Continued)

- ▶ **Holiday, Activities and Food programme:** Booklets are available to families who can benefit from the free activities available in our area during half terms. Links are available to book onto some of these completely free that often include free meals too! [HAF Summer Programme 2023 - St Helens Borough Council](#)
- ▶ **ADDvanced Solutions:** Community-based groups, programmes, and opportunities that raise awareness; develop skills; share learning experiences; and build confidence. They support children, young people, and families living with neurodevelopmental conditions, learning difficulties and associated mental health needs. [Welcome to ADDvanced Solutions](#)
- ▶ **Wonderland Community Centre:** A community hub that concentrates on mental health. It can provide counselling along with citizens advice, café and creche facilities.
- ▶ **Teardrops:** Community support that provides a range of advice, support and services. Teardrops now have support with benefits and housing available. [Teardrops Supporting Your Community](#)
- ▶ **Food Pantry:** Small cost and they will then support families with grocery packs. [Your Local Pantry](#)
- ▶ **DWP (Department of working pensions):** Can complete better off calculations to ensure parents are in receipt of full benefits. School can complete a referral for support.
- ▶ **Home Start:** A group of volunteers who can support families with behaviour management, attending appointments and being that friendly face for parents. [Home-Start St Helens | We're there for parents when they need us the most, because childhood can't wait. \(homestartsthelens.org.uk\)](#)

# Parents' Forum

At St Mary and St Thomas we have a Parent Forum. This group is made up of one or more parents from each class and they meet every term. We ask class representatives to chat to other parents in their child's class in order to help us build a picture of what is going well in school and what we could be doing better or differently. At the termly meeting, representatives meet with the Headteacher to share the views of our families and to discuss school issues.

If you have any ideas, would like to discuss anything or would like to add an item to the Parents' Forum agenda, you can contact Mrs Lewis on 01744 734320 or email the school at [stmarythomas@three-saints.org.uk](mailto:stmarythomas@three-saints.org.uk) are:

# Arbor

- ▶ We use Arbor to take online payments for the following:
  - ▶ School meals (£2.50 per day- to be paid in advance)
  - ▶ Breakfast (£2) and After School Club (£6) to be paid before the child attends
  - ▶ Nursery (£14.70 per afternoon) to be paid in advance
  - ▶ Trips
  - ▶ After school activities
- ▶ Arbor is used for parent/guardian contact details. We request that each child's profile has at least 3 emergency contact details. Please update and check these regularly along with other important information such as consents etc.
- ▶ Arbor is used a source of communication between school and parents/guardians. We will regularly send an 'in-app message' to your account- please enable notifications on the app so you will get these messages immediately.

# Important dates