



CATHOLIC VOLUNTARY  
PRIMARY ACADEMY

# SEN Information

# Report

## St Margaret Clitherow's Catholic

## Primary School

(Part of St. Oswald's Catholic Academy Trust)

Updated September 2017



More information about the Redcar and Cleveland Local Offer can be found at this website  
<http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/localoffer.page>

## St. Margaret Clitherow's Primary School – SEN Information Report

### ADMISSION ARRANGEMENTS

Our admission arrangements for pupils with SEN and/or disabilities are the same as for every child in school. However, if special provision needs to be made (for example due to a physical or medical need) then a meeting with parents (and specialist services such as the Hearing Impaired Service if appropriate) would be sought in the first instance to ensure that school are fully prepared to meet the child's needs. If a child with an Education Health Care Plan (EHCP) is transferring to us, then we will seek advice from other professionals and the SEN Service to ensure our school can fully meet their needs.

### IDENTIFICATION OF NEEDS

*How does St. Margaret Clitherow's School know if children need extra help and what should I do if I think my child may have special educational needs?*

From the day they enter nursery, each child's progress is monitored carefully by staff as they progress through the school. Their class teacher is monitoring and assessing them on a daily basis in lessons. If over time they are not making the progress we expect, we will consider why this may be and look at strategies/interventions/resources to address this and support them further. This will be carefully monitored to ensure they are having a positive impact upon your child's progress.

We also encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible; staff are always available to speak to parents before/after school or parents may choose to make an appointment. In the first instance, parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with both the class teacher and Mrs McCabe, the special educational needs co-ordinator (SENDCO) to discuss any concerns and next steps. The identification of special educational needs (SEN) may also arise as part of our termly progression meetings (with the senior leadership team and class teachers) in order to monitor and discuss the development and progress of all pupils. These are called pupil progress meetings. The progress of all pupils, including those with SEN, is tracked carefully by the class teacher and overseen by the school Senior Leadership Team (which includes the SENDCO).

### SUPPORT

*How will St. Margaret Clitherow's staff support my child?*

All staff at St. Margaret Clitherow's are responsible for the teaching and monitoring of children with SEN. The classroom teacher will take the main responsibility for the daily provision for your child, offering high quality teaching with challenging yet attainable targets. The class teacher will be supported and advised by the school SENDCO where necessary. The teacher will discuss with you any additional support that they think is needed in order to help your child progress with their learning. If necessary, they will then write a termly ILP (Individual Learning Plan) with clear targets for your child, which will be shared with you. We also greatly value your own input in this and encourage any feedback you have. If school think that advice is needed from any outside specialist services (such as learning support or the educational psychologist) then the class teacher or Mrs McCabe will talk to you about this and seek your permission to proceed. They will then keep you fully informed and invite you to any scheduled meetings.

## **CURRICULUM**

**How will the curriculum be matched to my child's needs?**

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. This type of teaching is known as differentiation and will enable your child to access a broad, balanced and relevant curriculum. (You can find out more about differentiation in our Teaching and Learning Policy.) Appropriate specialist equipment may also be given to your child (eg: writing slopes, pen/pencil grips, coloured paper if necessary).

If your child has specific gaps in their academic understanding and needs a little extra work to help fill these, then he/she may access an 'intervention' with a smaller group of children. You will be kept informed of this. These groups may be run:

- in the class or outside the room;
- by a teacher or a teaching assistant who has been trained to run these groups;
- by a specialist from outside the school such as a speech and language therapist.

Very occasionally, further support may also be provided through an Education, Health and Care Plan (EHCP), which was formerly known as a Statement of Special Needs. This means your child will have been identified by school as needing a particularly high level of individual or small group teaching in order to help them progress.

## **ACCESSIBILITY**

**How accessible is the school environment?**

The school is all on one level with ramps and handrails available at every entrance. The main entrance to the school is an electric door, operated by a push panel. All toilets have disabled access/facilities. Disabled parking is available at the front of the school.

Children with hearing impairments may have an individual radio aid if required.

We are always happy to discuss individual access requirements and will do what we can to cater for every need.

(Please see the School Accessibility plan for more information.)

### **PARENTAL INVOLVEMENT**

**How will both you and I know how my child is doing and how will you help me to support my child's learning?**

We have an open door policy for any daily information that needs to be shared between school and home and we ensure that staff are available on the yard at the end of the day. Parents can always arrange a one to one meeting with the class teacher or with the SENDCO if there are any concerns or if there is anything of a more serious or private nature to be discussed. In some instances, a home-school communication book may be used if more regular feedback is required.

Weekly spellings and homework tasks are sent home and these tasks will be based on the work your child has been doing in class. We greatly appreciate your support with these and they will also help to show you what your child has been learning about. We may also (especially in Foundation Stage and Key Stage 1) send home activities for you to support your child with.

Parent consultation evenings take place twice a year and there is also an opportunity to discuss your child's end of year report at a more informal 'open afternoon' in July. In these twice yearly reports (February and July) parents are given information about the level children should be working at for their age and also about their progress and attainment in: maths, reading and writing, RE and foundation subjects.

### **OVERALL WELL-BEING**

**What support will there be for my child's overall well-being?**

We have a caring understanding team who look after all our children; all staff believe that children's high self-esteem and social/emotional well-being is crucial to their development and academic progress.

Trained first aiders and paediatric first aiders are available in school. (Please see the school's health and safety policy and 'supporting children with medical conditions' policy for more information about this). If your child needs medication to be administered in school, then you are asked to provide details and authorise this. Our school nurse is Donna Kelly, who is available for advice and will write a health plan with the SENDCO, when a child has specific medical needs (eg epilepsy, diabetes etc). This is then reviewed as necessary,

We also have a pastoral care team (led by Mrs K Kelly) who will offer additional help and support to children with personal issues. School also has a counsellor who works in school every Monday morning offering one to one support to particular children and families identified as needing it.

The school runs a system of buddies and ambassadors to support social skills development at lunchtimes. These focus on building children's self-esteem and developing social skills such as turn-taking, sharing and sportsmanship.

### **SPECIALIST SERVICES**

**What specialist services and expertise are available at or accessed by the school?**

There are a range of agencies who work in and with our school to support our staff and children. These include: the Education Psychology Service (EPS); the Learning Support Service (LSS); Autistic Spectrum Team (ASDT); Child and Adolescent Mental Health Service (CAMHS); Behaviour and Emotional Support Team (BEST); Speech and Language Therapy Service; Hearing Impaired Service (HIS); English as an Additional Language Service (EALS); the Traveller Education Team; the School Nursing Team; Physiotherapy; Social Services; Counselling services and Occupational Therapy.

### **STAFF TRAINING**

**What training have the staff supporting children with SEND had, or are having?**

We have a rolling programme of training and support for staff based on the needs of the pupils within school, such as training on how to support pupils on the autistic spectrum, identification and support of children with a specific learning disability (eg dyslexia/dyspraxia). Individual staff may access more detailed training if they are supporting a pupil with a more specific need within their class. Such training may include: Autistic Spectrum Disorder training and support (eg the 'Early Bird' course), training from the Visually Impaired/Hearing Impaired Services or counselling skills and bereavement support.

Medical training to support pupils with medical care plans is organised and reviewed as needed (for example to support those pupils with epilepsy, diabetes etc) and we work closely with our school nurse to keep up to date with this.

### **ACTIVITIES OUTSIDE OF SCHOOL**

**How will my child be included in activities outside the classroom, including school trips?**

Risk assessments are carried out for every school visit including residential trips and full consideration is given to supporting the needs of individual children on these trips.

On some occasions, an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.

After school clubs are available to all pupils and are fully inclusive to ensure all children can access them - adjustments are made to support participation where necessary. Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.

## TRANSITION

*How will you prepare and support my child to join the school, transfer to a new school or the next stage of education and life?*

We recognise that transitions can sometimes be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible:

- When your child joins our school, whether in reception or nursery, they are assessed in their first week against the 17 Early Learning Goals. This is called an Entry Assessment and is then used to help staff plan to meet the needs of your children.
- If your child is moving to another school midway through a year, all SEN records, exercise books and assessments are passed onto the receiving school. In the same way, we ensure that we have all records for any children joining us from another school and will also contact the previous school for further information/advice as necessary.
- When your child changes class at the end of the school year, all pupils attend a transition session and spend some time with their new class teacher. Information is also shared between teachers such as your child's strengths and difficulties and the strategies that have been successful. ILPS (Individual Learning Plans) are also passed on and discussed.
- In Year 6, secondary school staff visit pupils to speak to them about their transition and answer any questions/address any worries they may have. In addition to this, the Year 6 teacher and/or SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school. We have a particularly close relationship with St. Peter's School as part of St. Oswald's Catholic Academy Trust. Any new school is also invited to attend any meetings that we hold before your child transfers to them. If necessary, your child will visit their new school on several occasions so as to ensure as smooth a transition as possible and in some cases, staff from the new school will visit your child here.

## SEND RESOURCES

*How are the school's resources allocated and matched to children's special educational needs?*

The school budget received from the Local Authority includes money for supporting pupils with SEN. The Headteacher and School Business Officer then decide on the budget for SEN in consultation with school governors and based on the needs of pupils in the school. The

school may receive an additional amount of 'top-up' funding for pupils with higher level needs.

We use our SEN funding in the most appropriate way to support your child. This support may include some individual or small group support (eg intervention groups) but this may not always be the best way to support your child. The funding may also be used to pay for support from outside services or to purchase specialist teaching equipment and resources as needed, which may include additional staff.

There are regular meetings to monitor the impact of interventions and SEN provision and the Governing body is kept informed of funding decisions.

### **How is the decision made about what type of and how much support my child will receive?**

Each child is assessed individually according to the SEN Code of Practice and Local Authority guidance. All class teachers meet with the SLT (Senior Leadership team) at least three times during the school year to discuss pupils' progress. We also look closely at the provisions and interventions that have been in place and their effectiveness and impact on your child's learning.

We consider any new concerns and plan appropriately for additional support, resources or advice as necessary. Additional assessments from outside services, such as an Educational Psychologist, Learning Support Service, and Speech and Language Therapy also provide advice and recommendations.

Some pupils will also have an ILP (Individual Learning Plan) and these will be reviewed with you three times a year, also encouraging you to offer your own input and thoughts. Equally, we consult the pupils for their own thoughts about their learning. Pupils with an Education Health Care Plan (formerly known as a statement) will have an annual review, where we look at the support they are receiving, the impact this is having and their targets for the next year.

*This offer is accurate as of September 2017, but all information is subject to change. We will endeavour to keep it updated as far as possible.*

If you have any further questions or queries which have not been answered above, or require any other information or clarification of any points, please do not hesitate to contact Emma McCabe (School SENDCo) on: (01642) 835370.

For further information on Redcar and Cleveland's 'Local Offer' and Services for children and young people with special educational needs (SEN) and/or disabilities, please see:

<http://www.peoplesinfonet.org.uk/kb5/redcar/directory/localoffer.page>