

# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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## School Offer

2020 - 2021

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Pupils are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



**Section 48 Diocesan Inspection October 2018**

“Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another’s different views...”



**Ofsted March 2013**

*Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*

At St Margaret Clitherow School we are committed to Safeguarding Children

Welcome to St Margaret Clitherow's 'School Offer'. Our school is a fully inclusive school offering a broad and balanced curriculum to all our pupils. Sometimes children may need additional support to help them access the whole curriculum through differentiated tasks and/or extra support. Occasionally a few children require a personalised programme to support their learning needs.

The following information answers frequently asked questions by parents. It explains how we identify children with Special Educational Needs and Disability (SEND). It also explains the types of support we offer to our children to meet their learning needs.

## **1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

At school we use a 'graduated approach' for supporting our children. This means that all children access high quality teaching with thorough and inclusive 'Universal' or 'Wave 1' practice. If children do not make their expected progress, which is formally reviewed termly but always monitored, then Wave 1+ provision is put in place. We add in adjustments in class, and let parents know at parents' evening that we are giving their children a little more support. If progress continues then we keep what is working. Every child has a different starting point, and we are looking at progress from these.

Sometimes, Wave 1+ is not enough support and for a few children in school we invite parents to talk about increasing the support with the class teacher and Special Educational Needs – and Disabilities - Co-ordinator (SENCO) Mrs Amy Schofield. We discuss what we've tried and will look if a more targeted approach would suit – this is our Wave 2 provision. We collect this information through parent discussions and if you are concerned please come and talk to us as soon as you feel you want to know more.

To create our Wave 2 provision, we might call some external professionals for guidance (parents are able to access this guidance too), put in place some more support from the teaching team in the classroom or a small group or programme carried out away from the main class group. All our provision is evidenced based, so we look for the best tailored support that is going to help your child make progress. When we review the support from Wave 2 and we – parents and school together – feel that this support is working and we decide to maintain it, we invite the parents to add their child to the Special Educational Needs (SEN) Register. This does not have to be permanent, but recognises that the school are adding 'special' support to help with your child's progress.

If Wave 2 provision needs to be observed or improved, we would apply to external professionals for advice and support. This can be to confirm that our practice is giving the best support or help direct us to the next steps. We would call this Wave 3 and are working with a huge range of professionals to ensure that we are providing the best educational support we can. Sometimes accessing Wave 3 support gives us access to additional funding to support a more personalised curriculum and give children individualised work. This may lead to an Education Health Care Plan (EHCP) which is the legal document that secures a child's provision.

If you have any concerns about your child, please come and talk to us. The class teacher is first person you could talk to but you can also talk to Mrs Schofield the SENCO, or Miss Puccio the Headteacher by making an appointment via the school office.

## **2. How will school staff support my child?**

Our universal, Wave 1 provision, is based on high quality, evidence based, teaching. We support children with all areas of education and all areas of special needs and disabilities (SEND) – the four broad areas of needs are: Cognition and Learning; Speech, Language and Communication; Social Emotional Mental Health; and Physical and Sensory Needs. This means that we strive to support all children in accessing a broad, rich, deep curriculum at all stages of their learning.

The class teacher is responsible for your child's learning and progress. They manage the staff in their room and work with them to make sure that children receive the best possible support. This is monitored by Senior Leaders with Miss Puccio leading regular monitoring. Mrs Schofield, as SENCO, is included to discuss how to best support children with SEND and reports to the Miss Puccio, the Senior Leaders and the Governors. Parents are encouraged to tell us about what they feel will best support their child(ren).

If your child is on the SEN register, they will have a Pupil Passport which shows how they are supported in class. You and they are invited to talk about what they think about what is in place and to talk about what is working or not working. Yours and their voices are very important to the process and we encourage you to add to the Pupil Passport.

### **3. How will I know how my child is doing?**

Parents are invited to parents' evenings twice a year, but if your child is on the SEN register you are entitled to at least three meetings a year. We hold parents' evenings in Autumn and Spring term (currently virtually) and end of year reports are released at the end of the year. These will let you know about your child's progress and at the end of the year describe your child's level of learning as 'at age related expectations' (meaning they are showing that they are working at the level the government has said is what is expected for their age), or if they are working above or below these expectations.

Mrs Amy Schofield – the SENCO – is available at parents' evenings to talk to any parents that want to ask more questions about how we work.

If your child is on the SEN register, you will receive a termly Individual Education Plan (IEP) which shows the provision that your child is accessing. The provision is trialled for around 6 weeks and discussed at termly Pupil Progress Meetings (where teachers discuss their results with senior leaders). If the support is working and we see progress this is written on to the Pupil Passport and becomes your child's regular support.

Sometimes, to understand your child's learning, additional assessments may be carried out by Mrs Schofield (SENCO) or her SEND Teaching assistants, who use formal assessments to gain a fuller picture. This could be the WELLCOMM language programme that all children in Early Years access. Sometimes data is not a fair picture of your child's progress, so these other assessments give a chance for children to show they are learning more and remembering more.

### **4. How will the learning and development provision be matched to my child's needs?**

Teachers set learning objectives which are shared every lesson and match the support that they need to help them reach the expected outcomes. This can be through the amount of help they receive, the way the work is structured, the time they are given or other strategies that our experienced teachers know will provide them with the best outcomes. There are many different 'adaptations' which are ways we change the teaching and tools to make sure they have the best support.

We use the 'assess, plan, do, review' cycle (from the SEND Code of Practice) to monitor and progress our children's learning. We use a range of assessments, not just data in for English and Maths. When we are working on an area for development, we will assess where the need is, plan for your child to access support and carry it out and then review where they are at the end of the programme. These are tailored to the child, as every child learns differently.

It is important that children have access to a broad, rich, deep curriculum and children are expected to be part of every lesson across our teaching. Sometimes children benefit from some smaller group or differentiated work, but our inclusive approach aims to have all children in class with the teacher as much as possible.

### **5. What support will there be for my child's overall wellbeing?**

Our mission statement is...

'Jesus lives in us, our families, our school, our church, our world. Jesus is our guide. Let us follow Him'

St Margarets is a community based on recognising Our Lord in each one of us and following His teachings. Every member is valued, included and equal. The emotional wellbeing of all our children comes first and is at the heart of everything we do. All staff aim to build positive relationships with every child. We also strive to build positive relationships with all our parents and carers as well as all visitors to our school.

To support our ethos, all teaching staff have been trained in resilience, mental health support, and activities to support our children every day. Every class has Personal Social Health Education (PSHE) and a communication box that any child can use to let the teacher know if they have a problem, or if they are worried or upset about anything. Occasionally, if a child needs a higher level of support we are able to offer play or art therapy and have lots of resources to for parents to access to support their mental health and well-being, including courses.

All staff have child protection training. We have two designated staff who have had advanced child protection training, Miss Puccio (the Headteacher) and Mrs Briscoe (Assistant Head).

All our staff have first aid training and some members of staff have had advanced first aid training and are designated first aiders. Our school complies with the 'Supporting Pupils at School with Medical Needs' guidance. Any child with medical needs will have a care plan in place.

If a child or family has more than one external agency regularly involved, an Early Support Service Plan or a Families First Assessment may be put in place.

Medical support is managed through Health Care Plans, which parents are invited to write and bring into school. All the staff have basic First Aid training and several have Paediatric First Aid also so that we can confidently provide the support all children. The office can administer medication.

## **6. What training have the staff who are supporting children and young people with SEND, had or are having?**

Training for all staff is on-going and responds to the needs of the children currently in school. Training can be in school or external.

Teachers and Teaching Assistants will be trained to have an awareness of key SEND profiles, though every child is different, and this is reviewed annually. Any areas where we would benefit from enhanced awareness, for example to better support children with AD/HD (Attention Deficit / Hyperactivity Disorder) is carried out through the year.

In the last 2 years, our school focus has been on Social Emotional Mental Health, from accessing STEPs training (a therapeutic way to support managing behaviour), Resilience and Mental Health. This is an area that we are working on as a whole school to ensure children feel safe and happy in school and that we are supporting them in feeling ready to learn.

Mrs Schofield accesses regular training around SEND and is well qualified to support understanding children's learning.

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

Here are some of the professionals that we have worked with in the last couple of years.

Advisory teacher for Speech and Language Impairment

Attendance Team

Challenging Behaviour Psychology Service - PALMS

Child and Adolescent Mental Health Services (CAMHS)

Child Development Centre. (CDC)

Diabetic Nurse Specialist

Early Years Advisory Teacher for children with SEND

Educational Psychologist (EP)

Education Support Centre (ESC)

Educational Support Team for children with Medical Absences (ESTMA)

Harper House working with children with Autistic Spectrum Disorder (ASD)

Hearing Impairment Advisory Teacher (HI)

Larwood Support

Occupational Therapist (OT)

Paediatric Community Nurse Trainer

Physical and Neurological Impairment Team (PNI)

Physiotherapist

Play Therapists

Police Community Support Officer (PCSO)

School Family Worker

School Nurse

Social Communications Disorders Team and Autism Team

Speech and Language Therapist (SALT)

Specific Learning Difficulties Base and support team

Visual Impairment Team

Woolgrove and Greenside Outreach Support

This list is not exhaustive and some services require a referral through your GP. For specific referrals to be made your child must meet the referral criteria.

## **8. How will you help me to support my child's learning?**

At St Margaret's we recognise that parents are the first and most important teachers of their children. We aim always to work in partnership with parents. We will communicate with you about your child's progress on a regular basis. This may be through parent's evenings and the normal reporting procedures as well as through IEP's. Class teachers also SEND termly newsletters home and you will be invited to parent's information evenings about reading and phonics depending on the age of your child. If your child is having a high level of support you will meet with the SENCO as well as the class teacher regularly and any external professionals involved in child's provision. We will discuss your child's next steps for learning and suggest ideas you may like to try at home. We may also signpost you to groups, courses or resources we think may be helpful to you or your child.

Families on the SEND register are added to our email list of courses that are on offer locally and from school.

## **9. How will I be involved in discussions about and planning for my child's education?**

Parents are encouraged to talk to us as often as they feel they would like to be involved. As well as the parents' evenings meetings, a third annual meeting is a minimum for families on the SEND register. However, Mrs Schofield sometimes

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

All activities and school trips are available to all children. Where a child has an additional need, adjustments will be made to enable the child to participate as fully as possible. A risk assessment is made for every school trip and when necessary we put in place an individual risk assessment for specific children. This may include additional one to one support if necessary.

## **11. How accessible is the school environment?**

All parts of the school building are wheelchair accessible. School complies with the Equality Act 2010. The library area, which is split on two levels, has a lift. There is a disabled toilet located at the school's main entrance. Please refer to our Accessibility Plan for further details.

## **12. Who can I contact for further information?**

In the first instance always speak to your child's class teacher.

You may also wish to speak to our SENCO Mrs Amy Schofield or our Headteacher Miss Carmela Puccio.

Please make an appointment via the school office.

Our SEND Governor is Mrs Caroline Loake .She can also be contacted through the school office.

You can use the Hertfordshire Local Offer website to direct you to other services, professional advice lines and groups that can offer free and impartial advice. Our local network is called the DSPL2 (Delivering Special Provision Locally – 2 for Stevenage) where you can find more information about the local groups and services.

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

At St Margaret's we recognise that children with SEND often need additional support for transition. Every child is unique and we try to ensure that we put the right support in place for each child. Involving parents in discussion around transition is important to know that children have the best opportunity to make a happy move forward.

We use transition books with photos of the new children and classrooms for children on the SEND register so that they are familiar with the changes that are taking place.

For this current period, transition arrangements have had to be scaled back and we will re-establish this when guidelines change. We have been managing contact mainly through remote meetings and videos of our teachers for children to 'see' our teaching team before they start back. We hope to return to more thorough transition soon, with children having opportunities to meet their teachers and those children who find transitions particularly difficult having access to school on a day when there are fewer children.

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

The SEND budget is allocated and spent to support children mainly through staffing, but also with equipment, books and training. How this support is allocated is decided by the Head teacher in consultation with the SENCO. The needs of all pupils with SEND are considered across the whole school. All children with Special Educational Needs are entitled to support in some way, through resourcing, allocation of adult support or access to a programme of study.

Occasionally, when a child presents with significant additional needs, school can apply for some additional funding called Higher Needs Funding (HNF), when it is seen that the school has already invested in the provision for your child. School can only apply for HNF if a child meets the very strict criteria – called indicators of need. This can be temporary, or if looking to be more permanent a request for an Education Health Care Plan and Assessment of Need may be the best way to secure the support for your child. This can be a long process and is based on a child accessing Wave 3 provision.

### **15. How is the decision made about how much support my child will receive?**

All teaching staff work towards 'Quality First Teaching' which ensures that provision is made in each lesson for meeting the diverse needs of all learners. The support that your child will receive will depend upon the type and degree of need which is additional to and different from that of their peers. Parents can choose not to access the support being offered and we do not move forward without parental consent. This can feel like an area of conflict but we hope that parents will always feel that we are in partnership with them for their child and we are offering the best support we can.

### **16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

You can out more by visiting the website [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer) . Our local area is in a Hertfordshire-wide partnership – called Delivering Special Provision Locally (DSPL) and in Stevenage we are in DSPL2 <http://stevenagedspl.org.uk/>. Our DSPL2 have many services including support and advice, which parents can access for information and for opportunities to access groups.

This report will be reviewed and updated annually.

**November 2020**

## **Other useful websites**

[stevenagedspl.org.uk](http://stevenagedspl.org.uk) - Lots of information about local provision in Stevenage for children with special educational needs and disabilities.

[handnews.hertscc.gov.uk](http://handnews.hertscc.gov.uk)- Hertfordshire Additional Needs Data Base - news and information for parents and carers of children and young people with additional needs.

[www.kids.org.uk/Event/kids-west-hub](http://www.kids.org.uk/Event/kids-west-hub)- The West HUB offers information and support for parents and carers of disabled children and young people aged 0-19 in Hertfordshire.

[sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)- Impartial and confidential information, advice and support to parents and carers of children with special educational needs and disabilities (SEND), and young people and children with SEND.

<http://www.add-vance.org> A Hertfordshire based charity that supports families affected by ADHD, Autism or a related condition and the professionals who support them.