

ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



www.clitherow.herts.sch.uk
admin@clitherow.herts.sch.uk

School Offer

2019 - 2020

Document Date: July 2019
Review Date: July 2020
Ratified by FGB: 11/07/2019

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?

Before your child starts school, the early year's teachers visit each child in their home or at their pre-school setting and talk to both parents and pre-school staff. Transition into Nursery and Reception class is planned carefully to help each child settle well. If your child has already been identified as having some additional needs, extra planning will be put into transition into school. This might include a meeting with you and any other people supporting your child. The school will try and gather as much information as possible and Mrs Schofield, the Special Educational Needs Co-Ordinator (SENCO) will try to ensure the right support is in place and oversee the provision.

Once your child has started school, each child's progress is carefully monitored and assessed by the class teacher. Pupil progress meetings are held each term for every child. If at any time the class teacher is concerned about your child's progress or change in behaviour, they will discuss their concerns with you and if necessary the SENCO, to consider if your child would benefit from some extra support. Once the level of support has been agreed, this may be followed up by applying for external support to gain a better understanding of next steps.

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?

The class teacher is responsible for the learning of all the children in their class including those with SEND. Your child's learning needs will be supported by high quality, differentiated teaching in the classroom from the class teacher and teaching assistants, who work as a team. Sometimes it may be necessary for your child to receive some extra support in a small group or one to one. This may include following a specific intervention programme or a more personalised programme. Adaptations to the classroom are made if required. Occasionally, advice is sought from external professionals but this only happens after consultation and in agreement with parents.

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

Parent's evenings are held in the autumn term and in the spring term, providing you with an opportunity to talk to your child's class teacher and see your child's work. You can also meet the SENCO on parent's evenings. In the summer term you will receive an annual school report showing your child's progress.

In addition to the normal reporting arrangements, if your child has been identified as having SEND, the class teacher and/or SENCO will meet regularly with you as part of the **Assess Plan Do Review Cycle** and discuss the best ways to support your child in school. Any child in school who has been identified as having SEND will have an Individual Education Plan (IEP) which will be reviewed as it is completed – no longer than termly intervals. Your child will also be given a 'Pupil Passport' which will define the provision that they receive, and some of their own ambitions. The IEP will show your child's learning targets the strategies through which they are working. IEP targets are discussed with your child so they know what they are working on. You will be given copies of the IEP's and reviews each term.

If your child is having support from an external professional, you will be invited to meet the professional to discuss your child's learning needs.

If you have any concerns please come in and talk to us. Your views and the views of your child are very important to us and essential to all decisions about supporting your child. We always aim to work in close partnership with parents.

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

All class teachers differentiate the work within their classroom to ensure that all pupils can access the curriculum and reach their full potential. If your child has been identified as having SEND, their learning needs are assessed and reviewed regularly. Work is planned carefully to meet your child's next steps of learning by the class teacher, usually with support from the SENCO. Sometimes your child may be working one to one with a teaching assistant and sometimes your child may be working in a small group following a specific intervention. Planned work for your child will be shown on their IEP. Additional support in place is reviewed regularly to ensure it has a positive impact on your child's learning and it is meeting their learning needs. The same cycle is then repeated **Assess, Plan, Do, Review**. Your child's views are very important in this process and their views are key to decisions about what type of support is needed and what is most effective for them to learn.

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 with protective behaviours and teach the children to use them. 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 therapy or we put a Pastoral Support Programme (PSP) in place with support from external professionals.

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.

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.

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

At times it may be necessary to work with outside specialist professionals to support your child. We work closely with many different agencies which include the following:

- 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)
- The Leys Specific Learning Difficulty Base (SPLD)
- Occupational Therapist (OT)
- Paediatric Community Nurse Trainer
- Physical and Neurological Impairment Team (PNI)
- Physiotherapist
- Play Therapists
- Police Community Support Officer (PCSO)
- **Primary Support Base - Behaviour extended role**
- School Counsellor
- **School Family Worker**
- School Nurse
- Social Communications Disorders Team and autism Team
- Speech and Language Therapist (SALT)
- Visual Impairment Team
- Woolgrove 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.

7. 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. It can cover whole school issues such the Dyslexia Friendly Classroom, to specific training for individual members of staff who run intervention programmes with groups of children or who work one to one with a specific child. Recent whole school training for SEND has included the new SEND Code of Practice, Makaton, Dyspraxia and Sensory Integration Difficulties. Recent individual training and whole school training has included the NELI Language project to support speech and language development in the early years, whole school STEPS behaviour support training , Tier 1 ASD whole school training, 2 day training for working with children with Visual Impairment and ELF literacy intervention SPLD programme.

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.

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

You will be invited to meet with the SENCO or class teacher to discuss plans for your child's education at least once a term. Your views and the views of your child are key to planning the next steps for your child's learning and the type and of support they need. Children receiving SEND support will follow the graduated response as recommended by the SEND Code of Practice, 2016 and will include you in the '**Assess, Plan, Do, Review**' process. You can also make appointments at parents' evenings, where the SENCO will be present, and the SENCO can be contacted by 'phone, email or making appointments through the school office.

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.

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.

Transition into school starts with a visit from the early years staff to a child's home or preschool setting. They are then invited with parents to an initial meeting where the parent receive information about starting school and the children get a chance to meet staff and see what it's like in school. All children starting in Nursery or Reception will be given a transition book with photographs of their new class room and the adults they will be working with.

As part of our general transition from class to class, each year there is half a day at the end of the summer term where the children move up at their new class .The children get an opportunity to meet and work with their new teacher in their new classroom. Each class teacher also passes on all SEND information.

As part of their preparation for their move to secondary school, the year 6 class spend time, mainly in the summer term covering topics in class such as organisation of homework, making new friends etc. They also have transition visits to their new school.

In addition to our general transition provision, children with SEND are given extra support before they enter school if they have already been identified as having additional needs. This includes extra visits and planning meetings with parents and any other professional already involved.

When moving between classes, teachers and teaching assistants plan extra informal opportunities for children with SEND to visit the new classes. For children with a high level of need, we also provide a transition book which includes photos of their new class and the adults they will be working with. These are taken home over the summer and to discuss with their parents. Occasionally, a few children are invited into school the day before school starts in September to meet their new teacher and have a look at their new classroom.

A small group of children in year 6 are given the opportunity to be part of a Transition Programme run by Stevenage Education Support Centre. They meet fortnightly for a session for two terms. They also have an additional trip to their secondary school. Most of our children move on to the John Henry Newman Secondary School in Stevenage. JHN run an extra transition programme for children with SEND which includes four extra visits. Mrs Schofield the SENCO liaises with the SENCO from JHN and other secondary schools if needed, and passes on all SEND records and information.

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.

Occasionally, when a child presents with significant additional needs, school can apply for some additional funding called Exceptional Needs Funding (ENF), when it is seen that the school has already invested in the provision for your child. School can only apply for ENF if a child meets the criteria – called indicators of need -. After an initial consultation between SENCOs within our area 'cluster', any prospective application seen to be exceptional both in need and in the provision that is needing to be provided, the application is then passed on to the county's 'Exceptional Needs Funding Panels'. All details are available through the website - <http://www.thegrid.org.uk/learning/sen/pupil/enf/index.shtml>.

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.

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 . 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.

July 2019