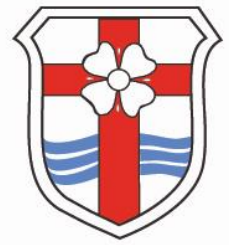


# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



[www.clitherow.herts.sch.uk](http://www.clitherow.herts.sch.uk)  
[admin@clitherow.herts.sch.uk](mailto:admin@clitherow.herts.sch.uk)

## School Offer

2024 - 2025

Document Date: Summer 2024  
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Pupils in St Margaret Clitherow Catholic Primary School are happy, confident and very proud of their school. They clearly understand their mission statement, 'Jesus lives in us, our families, our school, our church, our world. Jesus is our guide, let us follow Him.' They can quote scripture to give examples of how they do their best to follow Jesus every day. Pupils explain that if they ever feel worried about something they are confident that adults will help them in a discreet and caring way. They are fully aware of their responsibilities towards the more vulnerable members of society and can reference Catholic social teaching when discussing their work with the local foodbank.

**Catholic Schools Inspectorate October 2024**

Pupils enjoy school. They respond well to the high expectations of staff. Pupils strive to do their best and achieve well. Pupils are extremely kind and caring. They frequently give up their free time to help each other. Lessons are free from disruption and lunchtimes are a buzz of happy and harmonious play.

**Ofsted May 2024**

*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 an 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 (called universal provision). Occasionally a few children require a personalised programme to support their learning needs (called targeted provision). On some, very rare, occasions we will be supporting children who would benefit from the highest level of support – named 'specialist' – and we will do the best to meet their needs for as long as families wish to be in our school community.

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 reviewed and monitored termly, then 'Universal plus' provision is put in place. We add adjustments in class, and let parents know at parents' evening that we are giving their children a little more support. This could be some more reading support or extra maths learning at the end of a lesson. If progress continues then we keep what is working. Every child has a different starting point, and we are looking at progress from these. We use different ways to assess children, not just their academic levels, as low academic achievement or low attendance affecting achievement do not count as a special need in and of themselves.

Sometimes, Universal plus is not enough support, and we will invite parents in 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 or 'targeted' 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. It is children's progress that we are investigating.

To create our targeted provision, we put in place some more support. This might include: extra work with a member of the teaching team in the classroom; a small group or programme carried out away from the main class group; or an additional resource or 'tool' like a wobble cushion or a computer. 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, 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 (targeted or target plus) provision needs to be observed or improved, we would apply to external professionals for advice and support. Parents can also access this support through the Local Offer in Herts Website. 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 –specialist level support - and are working with a huge range of professionals to ensure that we are providing the best educational support we can. Sometimes accessing greater external support demonstrates that a child's needs will require a more personalised curriculum and children will require individualised work. This may mean that we need to apply for funding to provide this. This may lead to an Education Health Care Plan (EHCP) which is the legal document that secures a child's provision. An EHCP is important to the very small number of children who may require long term specialist support to maintain their progress.

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 need 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 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, their support is constantly being updated. They will have a Pupil Passport that will be updated at least annually and shared with you to show the best support your child has with us. When changes of provision are being tried, an Individual Education Plan (IEP) will be in place to introduce and review new provision. 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) and sometimes other trained members of our teaching team. These may be informal or formal assessments that help 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 a broader picture of a child's learning.

### **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. Support 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. On the IEPs, a goal is measured at the top. This should highlight the primary need for your child and we measure their steps of progress along this. It might be around talking about their feelings, or knowing where to go for help or it could be a specific learning task they are keen to conquer.

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 Margaret's 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. We send out 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 three designated staff who have had advanced child protection training, Miss Puccio (the Headteacher and Safeguarding lead) with Mr Peck and Ms Coleman (Assistant Heads and Deputy Safeguarding Leads). We also undertake as a staff regular Trauma Informed Practice training (from the Virtual School resources).

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. Accessing the Children's or Families Centres is also encouraged for children under 5.

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.

Through this last year we have accessed training for SCERTS (Social communication, Emotional Regulation and Transitional Support) for children with Autism, updated learning programmes from the SpLD team (Specific Learning Difficulties) in how to teach phonics and spelling, as well as the training undertaken through our new phonic programme.

Mrs Schofield accesses regular training around SEND and is highly qualified to support understanding children's learning. She is the first port of call for support and will advice and support teachers in suggested support to put in place.

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

Hertfordshire continues to update how they support us and our families. Sometimes external professionals can be part of a child's learning journey, but currently waiting lists for some services (like Speech and Language therapy) can take longer. We continue to apply for support and updates to support our teaching but it is now less common for external professionals to be directly involved. Meetings for guidance and training for staff are more common.

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

Attendance Team (through Hertfordshire's team)

Child and Adolescent Mental Health Services (CAMHs)

Child Development Centre. (CDC)

Educational Psychologist and Assistant Educational Psychologists (EP, through Hertfordshire's team)

Occupational Therapist (OT)

Physiotherapist

Police Community Support Officer (PCSO)

School Family Worker

School Nurse

Social Communications Disorders Team and Autism Team (Hertfordshire team)

Speech and Language Therapist (SALT – NHS trust team)

Specific Learning Difficulties Base and support team (Hertfordshire's team)

Visual Impairment Team (Hertfordshire's 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. Hertfordshire's Special Needs department is undergoing changes, and some of the names of the departments and professionals we work with will change this year.

## **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 parents' evenings and the normal reporting procedures as well as through IEPs. Class teachers also send 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. It is important that we hear your voice and please respond to paperwork or emails so that we can hear your ideas. Mrs Schofield works part-time but is available on email.

## **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 and we may invite you to come along if that would be preferable.

## **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 Elizabeth King. 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.

If you would like to make a complaint, please find our Complaints Policy where procedures are outlined. You can find it on the school website, under 'Policies' on our 'Statutory Information' tab. We take all concerns and complaints seriously.

### **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 work closely with the local secondary schools – especially Saint John Henry Newman school where many of our children will transfer to.

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.

Children who have been working with Mrs Schofield, and those on the SEND register, are invited to come into school the day before the school year starts to see the school on a calmer day. They can meet with the teacher and find where their locker and seat will be. If more transition support is needed, please talk to the class teacher and we will endeavour to create opportunities within school to increase their confidence in the moves.

### **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 Local 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 (available on the Herts website). This is designed to be temporary, so if school feels that the support needs to be 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 Specialist level provision. Please contact Mrs Schofield if you would like to discuss these in light of your own child.

### **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 is reviewed and updated annually.

## **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.hertsc.gov.uk](http://handnews.hertsc.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.