

## **St Catherines Catholic Primary School**

### Special Educational Needs and Disability offer

At St Catherines we welcome everyone into our school community. We work as a team to ensure that all pupils are able to access the National Curriculum at an appropriate level and achieve their full potential. The children at the school who have special educational needs make good progress.

#### **1. How will the school identify children who need extra help or support?**

The children at St Catherines are assessed on a regular basis against the Early Years Foundation Stage Curriculum and the National Curriculum. Children that are identified as having a significant difference to the expected levels of progress are then observed, monitored and assessed individually to identify any specific needs they may have which will then be supported by appropriate interventions. A collaborative decision will be made led by informed assessments and advice taken from parents, staff and outside agencies (where appropriate) to structure the support given to your child.

Children who transfer from other schools will be assessed by the class teacher who will also use previous school records (including any previous history of special needs) to identify individual children's starting points. Parents and carers are an important part of this approach and good communication between home and school is vital.

If a parent has any concerns about their child they we will always arrange for them to be able to come in to discuss them.

#### **2. How will St Catherines support my child and how will the curriculum be matched to my child's needs?**

The curriculum is carefully differentiated to meet the needs of all children from the high achieving to those with learning needs or for those who have English as an additional language. This will enable all pupils to access the curriculum, make progress and achieve their full potential. Some children may need more support than others to access the National Curriculum at an appropriate level.

This might only require slight adaptations of the curriculum, while others pupils may benefit from small group or individual interventions. Class teachers work closely with the SENCo to oversee and plan your child's education programme. You will be consulted and kept informed of any interventions that your child will receive. The school will allocate support and resources in response to the children's needs.

Since September 2014, when the new Code of Practice came in to being, there are only two tiers of support: SEN Support and, for children with more complex educational needs, an Education, Health and Care Plan

(EHCP), which will be reviewed regularly and progress will be monitored by the Local Educational Authority SEND team.

Mrs Elizabeth Bedford is our SEND governor and has termly meetings with the SENCo to discuss the school's provision for children with SEND. Children's progress is monitored and discussed regularly to ensure that they are making progress.

### **3. How will the school let me know how my child is progressing?**

Regular consultation evenings are arranged to discuss your child's progress and learning with the class teacher. As a school with a genuine open door policy you can always make an appointment to speak to your child's class teacher, head teacher or SENCo to discuss your child's progress. The SENCo runs a weekly surgery that any parent can book into if they wish to discuss any concerns. Termly review meetings with parents for children on the Special Needs Register will be arranged at the end of each term to see what progress has been made, how effective the support has been and to plan ahead for the following term.

### **4. How will St Catherines support my child's overall wellbeing?**

Most members of staff are trained first aiders and staff receive appropriate training for any specific medical conditions. Medicines can be given by the school as long as appropriate forms have been completed. Where there is a medical need, Individualised care plans tailored to your child's individual needs will be co-produced with you, your child and any outside agencies as appropriate.

Behavioural expectations in the school are high, all children are treated with respect and are expected to treat others with respect. Good examples of behaviour are recognised and rewarded.

There are trained Peer Mentors; pupils who befriend others at playtimes and are a friendly listening ear.

### **5. What specialist outside agencies might the school be able to access to gain support or advice for my child?**

There are a number of agencies that the school can apply to for further support. Some of these will be for telephone consultation only between the SENCo and the professional and most will have a waiting list.

These include:

Speech and Language therapy

Learning Behaviour and Assessment Team – Learning, behaviour and social communication

Educational Psychology Service

Occupational Therapy Service

Paediatric Physiotherapy Service

Family Link Worker Service

Social Services

School Nurse Service

## **6. What training has the staff supporting children with SEN had, or are they having?**

The Senco and all the support and teaching staff have had extensive training in delivering specific programmes to support children's learning both in-school and through training providers. This is ongoing and includes literacy and numeracy interventions coordination skills, social skills and other therapeutic support. They are also trained in Child Protection to safeguard all our children

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

Our school is fully inclusive and all school activities and visits are accessible for all pupils. Group and individualised risk assessments are devised in consultation with the children and parents as appropriate. Parents or other adults may be included to support an individual pupil where needed.

## **8. How accessible is the setting school environment?**

The school has wheelchair access and we have a disabled toilet.

## **9. How does St Catherines support children transferring into and out of the school?**

Transition arrangements in joining and leaving the school are well planned and you and your child will be well supported. Children joining in reception are given opportunities before starting school to familiarise themselves with the school and the class teacher. When leaving the school at the end of year 6 children have the opportunity to visit their new schools and transition programmes can be individualised if appropriate. The class teacher and the SENCo will liaise with the next school and pass on all documentation to them.

## **10. How can I be involved in school?**

The school encourages full participation in the life of the school. Volunteers are always welcome to help in the classroom subject to CRB checks being carried out. Newsletters give information about events happening in the school as does the website. There is a Parents' forum and more parent governors are often needed.

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

The school office would be the first point of contact in the school. An appointment with the class teacher or the head teacher will allow you to discuss any concerns you may have about your child.