



SEND Our Local Offer



A family united in God's love, learning in faith together for a compassionate tomorrow

St. Catherine's Primary School is a caring and inclusive school, which values the ability and achievement of all its pupils. We are committed to making the curriculum accessible to all pupils through high quality teaching, which meets the needs of all children through the use of varied pedagogical approaches. We believe that all teachers are teachers of all – including those children and young people with Special Educational Needs and/or Disabilities (SEND). This School fully recognises its responsibility to safeguard and promote the welfare of children at our school. At St. Catherine's, we recognise that children are unique and learn at different rates. Many factors affect attainment, progress and overall achievement but a child who has Special Educational Needs and/or a Disability (SEND) may have a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others, of the same age in mainstream school (SEND Code of Practice, 2014:15-16). At St. Catherine's, we strive to raise the aspirations of and expectations for all children with SEND and we believe that children with SEND have just as much chance to succeed as any other child.

[How does the school know if children need extra help and what should I do if I think my child may have special educational needs?](#)

Your child's progress is closely monitored and reviewed by the class teacher, throughout the year. In addition to this, the progress of every child is reviewed by the Head teacher and SENDCO on a termly basis. If the school has a concern regarding your child's progress, the class teacher will arrange an informal meeting with you to share any concerns that they may have. You will be able to discuss the best way to support your child. This might involve putting some additional support in place for a short time and meeting again to review progress, or seeking advice from an external agency such as an Educational Psychologist, Special Educational Needs Specialist Service or Speech and Language Therapy Service. You will always be informed before your child is seen by any external agency. If you have any concerns at all about your child's progress, do not hesitate to contact your child's teacher or the school SENDCO, Mrs Swierkosz. You can arrange a meeting via the School Office.

[How will school staff support my child?](#)

- Teaching is high quality and the curriculum is adapted to meet your child's individual needs.
- Progress is checked regularly and where staff feels that a child needs extra help, in a particular area, support will be given to address the child's individual needs. This may involve the use of additional adults, specially planned work and resources, or outside specialist help.
- We have a highly skilled teaching assistant and ELSA (Emotional Literacy Support Assistant) whose job is to work with individuals and small groups. They will liaise with the class teacher to discuss your child's progress and needs. They may work on maths and English targets; Speech and Language difficulties; supporting the development of fine and gross motor skills; and help those children needing support with emotional needs.

- Where necessary we will seek the advice of external agencies including the Special Educational Needs Specialist Service, Educational Psychologist, Speech and Language Therapist, Behaviour Support Service, Locality and Family Support team or the School Nurse.

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

Our teachers are very skilled at planning lessons using a range of teaching and learning styles to suit all children. Objectives are taught through differentiated tasks and the level of adult support given is varied to suit the needs of each child. If it is felt necessary, your child may receive targeted 1:1 support or work within a small group, to focus on specific areas of need. Our aim is to ensure that all children have access to a broad and balanced curriculum, and class teachers plan and adapt lessons accordingly so that all children can participate.

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

As a school, we measure children's progress in learning against National and age related expectations. Children who are not making expected progress are picked up through termly review meetings with the class teacher and Head teacher. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Your child's report is issued in the summer term and all parents are invited to attend Parents' Evenings with the class teacher, twice a year. Any concerns may be discussed on these occasions. However, there may be a time when the class teacher may wish to discuss concerns over your child's progress so will arrange an informal meeting. This will be an opportunity to consider the best way that your child can be supported, both at school and at home. If your child has complex SEN, they may have an Education Health Care Plan (EHC), which means that a formal assessment will take place to discuss your child's needs, identify provision and progress will be reviewed, on an annual basis. If you feel that your child would benefit from some support in school, for any reason - e.g. bereavement, friendship difficulties, low self-esteem, family break up etc., please talk to either the class teacher, SENDCO or the Head teacher.

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

- We are an inclusive school; we welcome and celebrate diversity. We have a caring and understanding team looking after our children.
- Our behaviour policy and ethos promote the wellbeing and inclusion of every child within our school community.
- We work closely with children and parents to promote good, safe behaviour and where necessary we will seek the support of external agencies to help us with this.
- The school has an ELSA (Emotional Literacy Support Assistant) who works with children who may require some extra emotional support.
- The school has a policy regarding the administration and managing of medicines on the school site. For any child requiring medication, a form must be completed at the school office indicating the frequency, dosage and duration of the administration of medicine.
- Staff managing the administration of medicines and those who administer medicines, receive appropriate training and support from health professionals.
- Teachers operate an 'open door' policy for children as well as parents, and children know to talk to their teacher if they have any concerns.
- The school has a special box in the 'prayer area', which is monitored by Mrs. Hince (ELSA), where the children can post notes if they feel that they would like to talk to an adult, in school, about a problem they are having.
- All members of staff are trained to administer epi-pens.

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

- The Special Educational Needs & Disability Co-ordinator at our school is Mrs. Jola Swierkosz who has completed the National SENCO Accredited Award.
- Mrs. Cath Parslow is the Early Years SENDCO.
- Mrs. Claire Wright is a Level 3 Teaching assistant who works as our SEN teaching assistant with individuals or small groups to support their specific needs, every afternoon.
- Mrs. Julie Hince is a qualified teacher and works as our ELSA (Emotional Literacy Support Assistant). She works with children who may require some extra emotional support.
- Children have access to high quality differentiated teaching within the class and class-based Teaching Assistants support children on a daily basis.
- As necessary, we also have access to support from the Speech and Language Therapy Service (SALT), Behaviour Support Service (BSS), Educational Psychologist, School Nursing Team, outreach support from Special Schools, Child and Adolescent Mental Health Services (CAMHS) and Special Education Needs Support Service.

What training has the staff supporting children with SEND had or are having?

- The SENDCO has completed the National SENCO Accredited Award.
- The SENDCO and SEN teaching assistant attend appropriate training as it arises.
- Our ELSA receives regular external training.
- The SENDCO attends regular meetings with other SENDCOs from within the multi-academy trust.
- Outreach opportunities are available to support specific members of staff in their role.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the 'School Development Plan'. Training and individual professional development is arranged, and matched to these targets.
- Individual teachers and support staff attend training courses, run by outside agencies, that are relevant to the needs of specific children in their class or who they are supporting 1:1.

How will my child be included in activities outside this classroom including school trips?

Every child at St. Catherine's Primary School is included in every aspect of school life. We provide a balanced curriculum for all children and, whenever possible, we will make any reasonable adjustments necessary to ensure that every child has access to any class activities outside the classroom. School trips are planned carefully and a risk assessment is always carried out prior to any external trip. Any additional support that is required is identified at this time. The class teacher or SENDCO may contact you to discuss how your child's additional needs can be supported.

How accessible is the school environment?

- St. Catherine's Primary School is a single site and single storey school. All areas of the school are suitable for wheelchair access and there are three disabled toilets for children or adults in the school.
- The Premises Committee are responsible for ensuring that all areas of the school are accessible to all members of the school community and make adaptations as necessary.
- Your child's needs (depending on severity) will be individually assessed and catered for appropriately wherever possible, to ensure that they can achieve their best in all aspects of school life. We have previously been able to accommodate children with hearing, sight, complex medical needs and physical disabilities.

How will the school prepare and support my child to join the school?

- We work closely with parents/carers to support the transition of children into our Early Years and Foundation classes. If appropriate, meetings will take place between the parents and SENDCO, and a member of staff from the Local Authority, if they have been involved in the provision of additional support.
- We recognise that moving to a new class or school can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.
- When moving classes in the school, class teachers and teaching assistants meet during the summer term to discuss the learning and pastoral needs of every child.
- If your child is moving to another school, we will be in contact with the new school's SENDCO and ensure they are aware of any special arrangements of support that need to be made for your child. Staff from our school will work closely with your child's new school to make their transition as smooth as possible. The children will be given an opportunity to spend time in their new school (Transition Day) and to introduce them to the staff that will be supporting them. It is important to ensure that the transfer is managed so that children gain confidence in attending their new school and that they are effectively prepared for the expectations of the new school.

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

- Our Head teacher decides on the budget for SEN, in consultation with the school governors, on the basis of the needs of the children currently in school.
- Support and resources are allocated based on advice from external agencies and in consultation with parents/carers, class teachers and the SENDCO.
- Every class has a teaching assistant to support the learning of all children and our SEN teaching assistant supports children from across the school.
- All resources/training and support are reviewed regularly and changes made as needed.

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

Children are continually monitored and their progress is carefully tracked and reviewed. Should additional support be required, this will be undertaken after consultation with the relevant staff, the learner and their families, as necessary. The SENDCO will oversee all additional support. Different children will have different levels of need and this will often change over time. If your child has been identified as needing more specialist input, in addition to high quality teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

How are parents involved in the school? How can I be involved?

- At St. Catherine's Primary School, we value the support of parents in supporting the education of their children and recognise the importance and impact of parental involvement.
- We will ensure that the class teacher works closely with you to create targets that are achievable and realistic for your child.
- You can support your child by hearing them read each day, helping them with Home Learning tasks and working with them on any specific targets suggested by the class teacher.
- You will be invited to a Parents' Evening, twice a year, to update you on progress.
- All staff, including the SENDCO, is happy to meet with you at a convenient time to discuss your child's individual needs.
- All information from outside professionals will be discussed with you or, where this is not possible, shared in a report.
- If your child is undergoing statutory assessment you will be supported by the Local Authority's SEN team.

- If your child has very complex SEND then they may have an EHC Plan and this will be reviewed annually with a number of external agencies and school representatives.