

## **St. Margaret Clitherow Catholic Primary and Nursery Voluntary Academy**

### **Special Educational Needs and Disability Information report for parents**

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. This must be reviewed annually.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

### **Our school vision**

Governors and staff at St Margaret Clitherow Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum. Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND. We believe in providing every possible opportunity to develop the full potential in all children and this is reflected in our policies.

These policies can be viewed on the school's website under policies

(<https://www.stmargaretclitherow.nottingham.sch.uk/policies>)

- SEND School Policy
- School Information report outlining our local offer
  - Disability Access Plan
  - Behaviour Policy
  - Disability and Equality Scheme
  - Health and Safety Policy
  - Intimate Care Policy
- Safeguarding Policy and related documents

## What is SEND?

The SEND Code of Practice (2014) defines SEND as,

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Special education provision means (CoP 2014),

- For a pupil over two, educational provision which is additional to, or different educational provision made generally for pupils of the same age in maintained school.

At St Margaret Clitherow School a pupil entered on the SEND register will have a significantly greater learning difficulty or disability that requires provision that is additional to and different from that received by the majority of the other children in their class. Pupils recorded on the SEND register follow a graduated level of provision:

SEN support	All children will have a One Page Profile that outlines their needs and aspirations. These will be used to plan support and individual targets. Children will be entered onto a class provision map to outline the provision in place. These will be reviewed regularly.
Higher Level Need Funding	Additional funding received from the Local Authority to enable more personalised provision and support. Children will have an individual provision map.
Educational Health Care Plan (EHCP)	High degree of personal provision for pupils with severe and complex needs.

## What kind of need does the school make provision for?

St Margaret Clitherow is a fully inclusive school and welcomes pupils with a variety of need. The SEND Code of Practice sets out four broad areas of need. However, in practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Areas of need set out in the Code of Practice	
Learning and Cognition	Learning difficulties which may be general and characterised by a global delay in learning, or specific, as in the case of differences such as Dyslexia, where only some aspects of learning are affected.
Communication and Interaction	This includes children with speech and language difficulties, for example difficulties with speech articulation, the use of spoken language or the understanding of language. It also includes children with social communication difficulties and ASD.
Social Emotional and Mental Health (SEMH)	SEMH covers children who may have experienced emotional trauma or attachment difficulties, and children who have

	difficulty in regulating their behaviour at an age appropriate level, and includes conditions such as ADHD and conduct disorders.
Sensory and Physical	Some children may have sensory impairments that affect their ability to process environmental information or sensory processing difficulties. Others may have a disability affecting one or more of their senses, which prevent them from accessing information, e.g. a visual or hearing impairment. Children may have a physical disability which hinders their ability to participate alongside their peers. There may be a medical condition that needs to be taken into consideration. (Not all medical conditions would be regarded as an SEND matter.)

### **How will the school identify if my child has SEND?**

St Margaret Clitherow School recognises the importance of early identification of pupils with SEND and uses a combination of teacher assessment in combination with bought in specialist involvement for children with more complex needs. The SENDCo also observes pupils with SEND and pupils that are on the monitoring register.

Assessment of our pupils is carried out regularly through formative and summative assessment methods and continues throughout their time with us.

We do this by:

- Analysing assessment data no less than half termly to identify children who are not meeting age related expectations
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Carrying out termly pupil progress meetings with Senior Leaders.
- Providing all adults with the opportunity to discuss concerns at any time.
- Liaising with parents regularly.
- Liaising with previous class teacher or previous school if child has recently moved to the school.

A child may have SEND if their progress is significantly slower than that of their peers or fails to match their previous rate of progress. There can be many reasons for learners falling behind. These may include absences, attending different schools, health issues, language difficulties, or worries that distract them from their learning. St Margaret Clitherow recognises that children who experience these barriers to learning are vulnerable but this does not mean that all vulnerable pupils have SEND. Therefore, the child is highlighted as falling behind and added to a monitoring list. The SENDCo and class teacher will closely monitor the child over the half term. Information will be gathered from a broad range of sources including seeking the views of parents and the pupil as well as from teachers and assessments. Any concerns relating to a child's behaviour may be an underlying response to a need, which the school would work with parents to identify.

## **What should I do if I think my child has SEND?**

If you have any concerns about your child, please come to see the class teacher as soon as possible. Your child's teacher is the first point of contact and they will be more than happy to arrange a meeting with you to discuss any concerns or worries you may have.

More than likely, the class teacher will make a referral to the school SENCo whose name is Miss O'Neill.

Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate. Please contact to the school office to arrange an appointment.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school. We aim to support your child in their education in the best possible way to enable them to be happy and reach their full potential. Therefore, a positive relationship with parents is essential.

## **What assessment procedures are in place in the school?**

Each child on the SEND register has a One Page Profile, which is written in collaboration with the child. These outline the child's need, aspirations and support they need. In addition, each class produces a provision map to outline targets and provision. These are reviewed half termly with class teachers and the SENCo. At the end of each term, class teachers report each child's progress against their targets. The progress of pupils with SEND is reviewed regularly by the class teacher so that they can make adaptations to meet the child's need. In addition, progress is discussed with the SENCo and any other relevant members of staff that work with the child.

All children are assessed in school, half termly, using the school's own assessment system. The class teacher will input data into EAZMAG every half term based on summative and formative assessment. Statutory assessments are carried out at the end of Reception, Year 1 (phonics screening), Year 2 and Year 6.

At St Margaret Clitherow School, pupils with SEND are assessed in the same way. However, pupils with SEND do not always meet the expected age related expectations. Nevertheless, pupils with SEND do make good progress based on their individual starting points and individual targets.

At times, some pupils with SEND make little or slow progress and objectives need to be broken down into smaller steps to show progress. At St Margaret Clitherow School, these pupils use the PIVAT's tool for assessment which has been updated to be in line with the new National Curriculum. This is still tracked using the whole school EAZMAG system. In addition, formative assessment for these pupils is tracked using a hard copy of the broken down objectives on the PIVATS pro-forma. In line with the whole school, children need to show a secure knowledge of each objective, which is evidenced, before the objective is met. Behind each pupil lies an individual story of needs and achievement and data alone does not always reflect the hard work and achievements of our pupils with SEND. Therefore, data stories and individual case studies will be written by the SENCo, after consultation with the class teacher, to reflect pupil's progress and achievements.

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

All pupils follow an appropriate age-related curriculum. There are a small number of pupils who have a more personalised curriculum to match their individual needs, interests and abilities. This may be

from a different year group's programme of study or from the objectives set out in PIVATS. Their progress is then measured towards the relevant year group's end of year expectations.

At St Margaret Clitherow, we recognise that all teachers are teachers of pupils with SEND. All staff have high expectations of all pupils, including those with SEND. The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching.

The following stages of provision are used at St Margaret Clitherow to remove barriers for pupils.

#### Universal Support (FIRST QUALITY TEACHING)

This is the support all children get in class as part of being Inclusive. Sometimes these small steps can make a very big difference for children so we work hard to get this right.

- Teachers knowing exactly where each child is in their learning and the next step they need to achieve personally to make progress. They often plan different versions of activities so that children can work at the level most suited to their own stage of learning
- Teaching children in ways they can learn best, e.g. using a multi-sensory approach, using a different way of introducing a topic; helping children to understand for themselves how to be good learners.
- Teachers using a variety of verbal, visual and gestural methods to support communication and understanding.
- Providing support and additional resources. This might include for example using extra visual aids to remind children of key ideas and concepts, or the steps in a task, which help to foster a sense of independence and self-confidence, or organising collaborative activities between children
- Deploying a teaching assistant to work with a group or an individual for a specific purpose, perhaps asking them prompt questions to help them work through a task, or re-explaining something they have not fully understood.
- Deploying a teaching assistant to provide some additional practice when a child has found something difficult or needs to be prepared for new work on advance.
- Using additional resources equipment or strategies that will enable a child to participate in and access the curriculum – e.g. a 'wobble' cushion as an aid for children with sensory processing difficulties, seating a child with a hearing impairment in an optimum position for their hearing, adapting a game to allow a child in a wheelchair to participate, providing a few minutes of special time for a pupil experiencing an emotional trauma.

#### Targeted Support (SEND SUPPORT)

Some children need additional and different support to meet their needs, which is not necessarily available to or needed by all children. It can happen both inside and outside the classroom, in small groups or one to one. Targeted support is planned for most children with SEND and is based on individual need. These intervention are subject to regular review to ensure that they are having the desired impact. A range of interventions are used within the school and these can be found on SEND page under provision and interventions. We use some interventions with a known track record of success, as well as self written interventions. We keep a close check to make sure they are working.

#### Specialist Support (EHCP)

Some children need more extensive support in order to participate and make progress. HLN funding will be bided for from the Local Authority so that we can provide this more personalised support and provision. In some cases, children will need an Education Health and Care Plan to detail the provision they need in detail. Every child is unique so the pattern of support would reflect this. If extensive 1:1 support is required, we would typically use more than one adult to

provide it. This is because 1:1 work can become too intense for both adult and child, but also because in the event of staff sickness the child is not left working with an unfamiliar person.

## How will the school plan for my child's needs?

Staff at St Margaret Clitherow value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.

At each stage of support whether universal, targeted or specialist, a graduated four-part process is adopted.

**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments to make a clear analysis of the child needs.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on the class provision map to show the provision put in place. For children in receipt of HLN, they will have an individual provision map detailing the plan.

**Do** – Carry out the support set out in the plan.

**Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.



## How will I know about my child's progress?

The class teacher reviews the progress of children with SEND regularly so that they can make adaptations and reasonable adjustments to meet the child's need. In addition, progress is discussed with the SENDCo and any other relevant members of staff that work with the child.

Class teachers will report to parents about a child's progress at least every term. In the Autumn and Spring term, this will be as part of Parents Evening and in the Summer term this will be through a written report. However, we understand that this is not always at an appropriate time and we recognise that further time and consultations may be required to discuss your child's need, progress and provision. Additional and alternative meetings are encouraged.

For children with a higher level need, regular multi- agency meetings are held. At these meetings, targets and provision are reviewed with parents and external agencies. We also recognise that at times more regular contact may be needed with parents. We offer the use of home/school diaries and regular meetings with class teachers.

Annual reviews are held for children with EHCP's so that they can be updated and reviewed to meet the child's needs.

St Margaret Clitherow also sends out regular class and whole school newsletters with information about things happening in the school. Also extra information can be found on the school website including class pages, photograph gallery, details of the curriculum and useful links. In addition to this, we regularly update our twitter feed to show events and achievements in school.

### **How will school know that my child is making progress?**

Your child's class teacher will monitor how well they understand what is being taught within each lesson by listening to their responses, talking to them within lessons, watching to see how they respond and by marking their work. In addition they will monitor the ways in which your child interacts with other children and adults within the setting.

Every half term your child's progress will be assessed against the national expectations for children of the same age in all curriculum areas. They may complete formal assessments in Reading, SPAG and Maths to show they have met objectives. Every term teachers will attend pupil progress meetings with the senior leadership team to discuss all children's progress and identify any children falling behind.

In addition, children with SEND will be set individual personal targets. The class teacher reviews these every half term. The SENCO monitors the progress of every SEND child and liaises regularly with the class teacher. The class teacher will alter their teaching and the work provided to match your child's needs and continue to monitor their progress and possibly take advice from the SENCO if they do not make expected progress.

### **How are resources allocated and matched to the needs of SEND children?**

The Governing Body will endeavour to ensure that resources are available to support appropriate provision for all students requiring it. The school receives funding to respond to the needs of pupils with SEND from a number of sources;

- Element 1 - proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- Element 2 - The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is granted through a bidding system. Bids are written by the school SENDCo in collaboration with parents, teachers and other agencies. An external panel grants the HLN funding.

All funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. Different children will require different levels of support to help them achieve their full potential and progress academically, socially and emotionally. Funding is used to provide:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time )
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, working memory)
- Out of class support (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)

- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text)
- Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
- Access to external agencies and wider health professional support.

Teachers provide quality first teaching and a differentiated curriculum to ensure the learning and teaching styles used match the needs of all pupils within the class. To support all learning needs the school follows the Nottingham City provision maps to ensure a consistent approach to teaching and learning in all classes. These can be seen by following the link below:

[http://search3.openobjects.com/kb5/nottingham/fsd/advice.page?id=KyDlx6el\\_5o&familychannel=803](http://search3.openobjects.com/kb5/nottingham/fsd/advice.page?id=KyDlx6el_5o&familychannel=803)

St Margaret Clitherow has a bank of resources and interventions in use to support pupil progress as required. These can be used and delivered in small groups, 1:1 or used in the classroom. These include:

- NUMICON
- Focused phonics intervention
- Reading inference catch up groups
- Coloured overlays
- Writing slants
- SNIP program
- Styles reading support
- Talk Boost
- Maths Coaching System
- Social Stories
- Gross Motor Skills Programme
- Write from the start handwriting program
- Interactive Music
- Lego therapy

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

The school accesses termly training from the local authority where specialist services lead training sessions. This is attended by the SENCO and any other staff who feel it would be beneficial. The SENCO will then share any relevant information with all staff.

The school is part of Our Lady of Lourdes Trust. The SENCo attends all network meetings to discuss and keep up date with all SEND guidance.

In addition, we work closely with any external agencies that we feel are relevant to an individual child's needs within our school. These may include:

- School nurse
- Health visitors/GP
- Paediatrician
- Speech and Language Therapists
- The Child and Adult Mental Health Service
- Learning Support Team



- Autism Team
- Behaviour Support Team
- Occupational Therapist
- Physio therapist

From 1st September 2015, the Nottingham City published its Local Offer. This is available at: <https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

### **What support will be available for my child's well-being?**

At St Margaret Clitherow Academy we live by the golden rule which is to 'Love one another'. Our community is built on a Christian values which is at the heart of teaching and learning each day. We welcome and celebrate diversity in our school and encourage children to become confident in everything that they do.

We pride ourselves in offering a caring environment that allows children to thrive and we want everybody to feel a valued part of the school community with a contribution to make. We understand that it is important for children to be happy at school. We believe children do best when they are given an opportunity to think about how they learn and they are encouraged to become independent learners as far as possible. We do this through providing structure around what children do when they are stuck with their learning. This fosters self-confidence, often the biggest step towards good progress for SEND learners. We encourage children to express their views and opinions about what helps them and collate this on their One Page Profile, an at a glance guide for any adult.

Teaching staff greet and dismiss children on the playground each day. This allows a smooth transition between home and school and allows any information to be passed between parents and staff easily.

The school follows the Social, Emotional Aspects of Learning programme (SEAL). An experience member of staff delivers this to each class every week. In these lessons, children develop social and emotional skills, explore feelings of themselves and others, and gain an understanding of how to establish effective positive relationships. In addition, we have a strong anti-bullying ethos and is a telling school all year. We take part in the annual anti-bullying week and mental health awareness day. The senior leadership team work collaboratively to ensure that there is clarity and pupil safety at all levels.

We have a rota of playground buddies from year 5/6 to help pupils on the playground. All children are eligible for this role but must apply and undergo training with the team from the previous year and the teaching assistant responsible for the team.

The safeguarding policy is available from the school office or via the website. All staff have accessed safe guarding training. Should you have any concerns regarding pupils' safe guarding contact the head teacher or deputy head teacher who are the designated safeguarding leads for the school. They in turn access regular training updates.

Care plans are created in conjunction with parents/carers, school nurse, staff and outside agencies for pupils requiring very specific medical support.

The school works hard to be inclusive and to deliver an inclusive curriculum; pupils needing a personalised curriculum are taught alongside their friends as much as possible. Stereotypes are challenged and positive images reflected. Discrimination of any kind towards pupils/adults with

SEND is not tolerated. Anyone involved in using discriminatory language/comments, showing or expressing negative attitudes, behaviours are challenged through the behaviour system, and their parents are informed. All children are rewarded using the whole school system and individual class systems. Similarly, sanctions for negative behaviour are applied to all children including those with SEND and so children with SEND are seen to be treated equally. However, reasonable adjustments are made to the curriculum, routines and practice to support children with SEND.

### **How can my child be involved?**

All children are involved in writing their One Page Profiles. At St Margaret Clitherow, we believe that the children are at the centre of what we do and must contribute to their own learning. In addition, targets are discussed with the children at the end of each cycle and their views of their next steps are always taken into consideration. All children are asked to complete a questionnaire before parents evening and contribute to annual reviews.

As a Catholic school our ethos is rooted in the Gospel values, we respect, include and value every unique individual. Each person is created in the image and likeness of God with a range of individual talents and gifts. We celebrate our differences and welcome the contribution made by all.

We encourage all pupils to contribute to the school community and have a voice in a variety of ways which include:

- Applying to be a member of the school chaplaincy team
- Applying to be a member of the school buddy team
- Applying to be a class representative on the school council
- Representing the school in sports events including those specifically targeted at SEND pupils
- Representing the school in drama and singing events.
- Attending school and class masses at the local church
- Currently a number of SEND pupils have many of these roles of responsibility, are a positive role model for other children, and are making a valuable contribution.

### **What extra-curricular activities are available for my child and how will they be included in activities outside the classroom?**

Our aim is to ensure that students with SEND take as full a part as possible in all school activities. This will involve liaison between yourself, your child, staff in school and external agencies if necessary. When planning school trips staff take into consideration the needs of all pupils and use venues that are accessible for all. We work closely with venue providers to fully inform them about all pupils needs so we can make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment.

Currently the school provides the following after school clubs:

- KS1 multi sports club
- KS2 multi sports club
- Football training
- Drama club
- Irish dancing
- Guitar lessons

The school offers a breakfast club every morning, which begins at 8am. This is well attended by children across the school from nursery to Year 6. A breakfast of toast, cereals, fruit and juice is available. Staff will meet special dietary needs. During this time, children have the opportunity to socialise and play games with each other as well as develop independent skills.

In Year 6, children go on a 5 day residential to the Briars and is inclusive of all pupils.

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

- The school has a range of specialist SEND facilities in place. These are:
- 1 disabled toilet pupils, staff and visitors.
- 1 changing area with shower
- The school is all on one level
- Wide doors have been installed
- The building is wheelchair accessible. A ramp is positioned on the playground to allow access to the foundation unit.
- Corridors are wide, making movement around the building easier for pupils with SEND
- Large classrooms
- A medical room is available to enable a safe place for insulin testing/injections.
- The school's Access Plan is available on the website or from the school office.
- High Cost Equipment is accessed through the Local Authority to meet the needs of specific pupils.

### **What training have staff received in relation to SEND?**

St Margaret Clitherow ensures that all staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training.

The school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, NQT's, parents and Midday supervisors.

The following training has been offered at St Margaret Clitherow School to help meet the needs of pupils with SEND:

- Whole school inference training.
- First Aid.
- Whole spelling INSET day looking at strategies to promote the teaching of spelling.
- Rainbow grammar
- 7 ECTS training (writing)
- Whole school first quality teaching course delivered by the Learning Support Team
- All staff have had training on ensuring that all classes are dyslexia friendly.
- PECS training
- If Toys Could Talk training delivered by CAHMS
- Talk boost training
- Hayes safe guarding training completed by all staff.
- Numicon training – delivered to a TA from the LA.
- Social stories writing – delivered to the SENDCO and a TA from ASD team.
- Lego therapy training

- Gross motor skills training from physio therapist
- Training and support from external agencies – SALT, ASD team and Inclusion team.
- SEND staff meetings – legislation and new strategies in school.
- HLN bid writing course (SENCO)
- SENCO conference - attended by the acting SENCO.
- SENCO completed the National SENCO Award
- Train the trainer (SENCO)
- SEND Reviewer course (SENCO)
- SENCO and headteacher attended the launch of Routes to Inclusion
- NQT/New to team induction

In addition, the SENCO attends relevant SEND courses, Family SEND meetings, Trust networks and moderations.

### **How will the school support my child with transition?**

For children with special educational needs often the idea of moving to a new class or even to a new school can be overwhelming and can cause anxiety and distress for a child. As a school, we do our utmost to support a child.

In the Foundation Stage a planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. School visits are offered to all children where the staff can get to know the children. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and provision for any perceived challenges to be put in place prior to entry. If a child is transferring from another pre-school setting, records will be requested immediately and a meeting set up with parents/professionals to identify and reduce any concerns.

If a child is joining our school during the year, we warmly welcome them and their parents to come and visit the school, class and meet the class teacher. When children come into school from elsewhere with known SEND, we make contact with the previous school if appropriate, and we set up appropriate support.

At the end of each academic, all class teachers have a transition meeting to exchange information about all children. At this time, any information about a child with SEND is passed onto their new teacher. Children with a HLN will also have a transition timetable in which they will have additional time in their new class, receive a photo book of any new changes and social stories are used to reduce anxiety.

When a child is in Year 6 and moving to secondary school, a transition plan is put in place as soon as possible. The SENCO will liaise with the SENCO or Head of Year at the chosen school to agree the best course of action. Parents will also be involved in this decision making process. All paperwork will be passed to the new schools.

The LA Transition Team supports children with higher level needs or on EHCP, and this work usually begins at the beginning of year 6. Time tabling, organisational skill and positive communication skills are developed alongside extra visits to the school.

## **How does the school support children with medical needs?**

Any pupils with additional medical needs are well catered for at St Margaret Clitherow. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. Staff will liaise with parents on an individual basis to ensure that the school is equipped to ensure all medical needs are met. For all pupils with a medical need, the following actions will be put in place:

- A detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

All medicines are kept in a locked cabinet in the nurse's room. For children that need their medication to hand, other arrangements are put in place. Asthma inhalers are kept in the child's classroom for easy and quick access. Children with EPI PENS have their own medical box, including their care plan, and staff are responsible in ensuring that it is available at all times. For children with diabetes, they kept their testing kits in the classroom so blood sugar levels can be checked and dealt with quickly.

The school has designated trained first aiders on both the teaching / support staff and the admin workers. All staff working with that child including midday supervisors have training in dealing with their individual needs.

## **If my child is put on the SEND register, does that mean they will always remain on it throughout their school life?**

No, this is not always the case. Before your child is put on to the special educational needs register your child will have been monitored for some time and their progress will not be closing the gap to their peers or from their starting point. However, with additional support and interventions monitored closely, it would be expected that this would enable your child to make greater progress. Where children do make this progress and narrow the gap, in partnership with parents, the class teacher and SENCO, the child is withdrawn from special educational needs register and will no longer be classed as receiving SEN School Support.

Although, at St Margaret Clitherow Academy staff do their utmost to support every child and their needs not all children make accelerated progress or enough progress to meet national standards and so may require SEN support for the duration of their time in our school and possibly beyond.

## **Who is responsible for SEND at St Margaret Clitherow School?**

All class teachers take overall responsibility for pupils with SEND in their class.

Miss O'Neill is the Special Educational Needs Coordinator (SENCO) and works closely with all class teachers and is responsible for overseeing the provision of SEND across the school. Miss O'Neill also reports to the governors about the provision and progress of pupils with SEND.

The governor responsible for SEND at St Margaret Clitherow is Monica Maina

The Governors of St Margaret Clitherow are responsible for overseeing the progress of all pupils in school and ensuring that the correct provision/resources are put in place. They are also overall responsible for ensuring that the school budget is used to make an impact. The Governors also monitor and review all statutory plans and policies related to SEN and disability defined by the DfE.

### **How can I contact the school?**

For general information about the school you can contact us by:

- telephone: 0115 915 0296
- email: [admin@st-margaretclitherow.nottingham.sch.uk](mailto:admin@st-margaretclitherow.nottingham.sch.uk)

Your child's class teacher should be your first point of contact if you have a concern – they know your child best.

Miss O'Neill (SENCo) will gladly meet with you, to discuss provision for your child and discuss their progress (Tel. 0115 915 0296). Please leave a message at the school office and you will be contacted as soon as possible to discuss your concerns and arrange a meeting if required.

### **Who should I contact if I have a complaint or concern about the SEND provision made by the school?**

As soon as you have any concerns, queries or complaints, please come to speak to the following members of the St Margaret Clitherow team:

1. Class teacher
2. School SENCO – Miss O'Neill
3. Headteacher – Miss Reilly

In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure (see Complaints Policy under policies on the school website)

### **Where can I access more information?**

The SEND Code of Practice can be found on the Department for Education's website:  
[www.education.gov.uk/schools/student-support/](http://www.education.gov.uk/schools/student-support/)

SEND Information on the Nottingham City Local Offer can be accessed on the Nottingham City Council's web site:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7> or can be accessed through the SEND page on the school website

Nottingham Parent Partnership - <http://www.ppsnotts.org.uk/> is an organisation that provides independent advice and support for families.

Our SEND policy, School Offer and Provision is available on our school website on our SEND page.