



Cardinal Newman Catholic Primary School

SEND School Offer

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SEND'14
EDUCATION
HEALTH
SOCIAL CARE
WORKING TOGETHER



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?

- Our staff are vigilant at supporting and raising any concerns.
- We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum.
- We use data and other forms of assessment to identify additional needs and celebrate achievement. eg Target Tracker, Reading Age, Spelling Age, Optional SATs results, PM Benchmarking (standardised assessment of reading accuracy, strategies and comprehension), observations, Individual Education Plans (IEPs), Foundation Stage Profile, pre-school visits, SENCo meetings, Transfer sheets and meetings, Year Group Planning Meetings, achievement and effort certificates.
- Parents/carers are encouraged to speak to the class teacher about any concerns they have.
- The Special Educational Needs Coordinator (SENCo) attends Parents' Consultation Evenings and has an open door policy for any parents, current or prospective, who wish to discuss their child.
- We have many experienced staff members who have expertise in a number of areas of special educational needs, eg experienced TAs and teachers trained in ASD, Behaviour, Dyslexia, Speech and Language (Elklan) etc
- We also have access to a variety of agencies who have further expertise. eg Language and Learning Support (LLS), Physical and Sensory Support Service (PSSS), Educational Psychology (EP), Speech and Language Therapy (SALT), Autistic Spectrum Condition Outreach, Occupational Therapy(OT), Physiotherapy, Child Adolescent Mental Health Services (CAMHS) etc. We will discuss any referral with parents beforehand.



How will school staff support my child ?

- Having identified needs, we seek to match provision to need. We monitor the impact of interventions (where possible) through regular meetings and tracking of pupil progress, eg Pupil Progress Meetings, EPs, Provision Maps.
- Our SENCo leads on this aspect and the Headteacher and SENCo share this information with governors, eg termly meetings SENCo and SEN Governor, annual SEN presentation to governors.
- Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families eg SENCo/Class Teacher/Parent meetings, Teaching Assistant (TA) and Class teacher (CT) feedback to SENCo
- All our additional support programmes are overseen by the SENCo and all our teachers are teachers of inclusion and special educational needs.
- Please see Support for Learning for more details



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

- Differentiation is embedded in our curriculum and practice.
- We have a tailored personalised curriculum for some children and regular Learner Progress Meetings help us to monitor this and reflect on the next best steps, eg differentiated planning, individual targets, booster groups, target groups, progress meetings, SENCo meetings, IEP targets
- All our teachers are clear on the expectations of universal provision (Wave 1) and this is monitored regularly by the leadership team, eg SENCo observations, Senior Leadership Team (SLT) observations, Learning Walks, Governor observations etc.
- Children whose needs cannot be met through the school's own resources alone will be considered for a Statement/Education, Health and Care Plan.



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

- We regularly share progress feedback with all our learners and their families.
- In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school, eg End of Year and Interim Reports, Parent Consultation Evenings, Reading Records, Tea with the Teacher, year group letters, informal meetings, self-evaluation targets, individual targets in books etc.
- Updates on the curriculum are shared through our newsletter and/or website.
- We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place, eg year group curriculum meeting, leaflets to help children at home.
- We believe in supporting the development of parenting skills and encourage parents to attend parenting courses, eg links to parenting courses on school website, individual parents supported by weekly meeting with TAs, Home School Link Worker.



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

- All our staff are regularly trained to provide a high standard of pastoral support, eg Rainbows training (support for children experiencing loss), Values training, Internet Safety training, CAMHS training, Young Carers information, Safeguarding training.
- We have a variety of support throughout the school to support pupils well being, eg a Rainbows group, KS1 and KS2 Lunchtime Clubs (for pupils who find playtime difficult), peer support through Buddies, Academic Mentors etc.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place, eg regular Epipen training, First Aid, Paediatric First Aid, Moving and Handling training, physiotherapy training.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff, eg class marble jar.
- Some children may need a personalised approach to their behaviour, eg individual reward systems.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence, eg attendance figures for each child are given out at Parents' Evenings.
- Learner voice is encouraged in a variety of ways and regularly, eg School Council, Pupil Voice meetings.
- We can make referrals to external support agencies such as CAMHS.



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

- Our teachers all hold qualified teacher status and our staff receive regular training, eg Autism, Working Memory, Elklan and LLS programmes such as Writing programme, Dyslexia , Precision Teaching etc.
- We have a number of established relationships with professionals in health and social care, eg Educational Psychology, Speech and Language Therapy.
- All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention.



What training are the staff supporting children and young people with SEND had or are having?

- Our Special Needs Co-ordinator (SENCo) is very experienced and holds qualified teacher status.
- We regularly invest time and money in training our staff to improve provision and interventions, eg Dyslexia Friendly Classroom staff meeting, Working Memory staff meeting, Precision Teaching training, Toe by Toe training, staff visits to special schools.
- Our staff are updated on matters pertaining to special educational needs and disability when necessary, eg SEND 14 developments.
- The SENCo meets with other SENCos in the local area to share good practice.



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

- Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where applicable parents/carers are consulted and involved in planning eg risk assessments, meeting with individual parents prior to trips, range of extra-curricular clubs and attendance of particular groups of people are monitored.



How accessible is our school environment?

- We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible eg disabled toilet, portable ramp.
- We are vigilant about making reasonable adjustments; where possible.
- We embrace The equality Act 2010 and value and respect diversity in our school and do our best to meet the needs of all our learners, eg pupils have a wide range of need, physical difficulties, ASD, Speech and Language difficulties, Learning difficulties, ADHD etc.
- We monitor the languages spoken by families in our settings. Where possible, we also ensure any home-setting communications are available in the relevant languages and when required translators are asked to attend meetings, eg Sign Language Interpreter, introduce parent to another speaker of the same language, translators have attended SEN meetings etc.



How will the school prepare and support my child to join the school or transfer to a new school?

We have a robust Induction programme in place for welcoming new learners to our setting. We have systems in place that record what aspects of our environment help children/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move onto, eg home visits in Reception, visits to pre-school settings if required, Transition books for vulnerable pupils on moving to a new class, TAs' visits to secondary schools with parents and/or children, Year 6 Transition programme for identified pupils, SENCo and key staff attend meetings at pre-school, Secondary school staff invited to Y6 Annual Review, 'Top Tips for behaviour' for identified pupils moving onto secondary school, staff swap, eg Y6 TA spent time in secondary school.



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

Budgets are closely monitored and aligned to the school improvement plan eg School bursar liaises with HT and other staff.



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

- Universal support (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.
- Should additional support be required, this is undertaken after consultation with the relevant staff, the child and their family and making the best use of available resources.
- All interventions are monitored for impact and outcomes are defined at the start of any intervention.
- The SENCo oversees all additional support and regularly shares updates with the SEN Governor, eg Class Provision Maps, IEPs, assessments at the beginning and end of interventions, Parent/SENCo/Class Teacher meetings.



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

- We wholeheartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We take every opportunity to strengthen this dialogue.
- We operate an open door policy.
- Parents are invited to contribute through a number of means. We regularly listen to any parental concerns, eg Home/School Agreement, Parent Association, parent helpers in class/on trips, Governors available to talk to parents at Parents' Consultation evenings, parents can email the school office.
- Our Governing Body includes Parent Governors/representatives.



Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to their child's class teacher.
- Further information and support can be obtained from the school's SENCo. She can be contacted through the school office 01932 222536.