

St Clement's Catholic Primary School

Questions	School Response
<p>1 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?</p>	<p><i>Children are treated according to their needs, in line with the school's policy for Equal Opportunity. No child will be denied admission because of their disability or academic attainment.</i></p> <p><i>We are committed to early identification and intervention for all pupils who may be causing concern. Regular discussions between class teachers and the SENCO (Special Needs Co-ordinator) ensure children are identified and strategies are put in place.</i></p> <p><i>We track the progress of all our learners using a range of assessments and, as professionals, we regularly discuss concerns we have as well as celebrate achievement. We monitor the progress our learners make. Our staff are vigilant in supporting and raising concerns.</i></p> <ul style="list-style-type: none"> • <i>All pupils' progress is monitored regularly by the class/subject teacher in conjunction with the senior leadership team (includes SENCO) so when a pupils is not making expected progress in a particular area of learning the school can identify the need for additional support. This is discussed with the parents/carers and the pupil concerned.</i> • <i>Should a parent/carer have any concerns about the attainment, progress or general development of their child they should initially speak to their class teacher to discuss their issues. Alternatively they can speak to our SENCO. Please note that the SENCO will liaise with the class teacher, as will the head or deputy head teachers.</i>

		<ul style="list-style-type: none"> • <i>A meeting with the parents/carers for all children who join the school later than at the beginning of reception e.g. Year 3, will be held at the end of the first two weeks to discuss the settling process and any initial concerns.</i> • <i>Information on children joining the school at any stage who have special needs already identified or who are currently involved with other professionals (example: Speech and Language and Physiotherapy) is shared with the school and passed on to the class teacher by the SENCO. Teaching staff review the information provided and ensure appropriate action is taken e.g. assessing and if necessary adapting the physical environment.</i>
2	<p>How will the school staff support my child?</p>	<p><i>We seek to identify needs and match these to provision. We monitor the impact of interventions through regularly meeting and tracking pupil progress. Our governors play an increasingly active role in monitoring the quality of our special educational needs provision. If we feel something is not working we respond and find alternatives. All our teachers are teachers of inclusion.</i></p> <ul style="list-style-type: none"> • <i>Prior to pupils starting school in Reception meetings are held between the class teacher and the staff at the current nursery placement. Class teachers and SENCO (if appropriate) have opportunities to assess children in their current setting and liaise with nursery staff. During this time relevant information is shared and, in the cases of statemented children, a full multidisciplinary (professionals involved) meeting with parent/carers is held.</i> • <i>If parents/carers have concerns about a child's development they should initially contact the class teacher to discuss these. Alternatively a class teacher will approach parents/carers to discuss concerns that they have identified in class. Parents/carers can also contact the school SENCO to raise any issues/concerns they have.</i> • <i>Pupil's educational programmes will be planned and overseen by the class teacher and SENCO. The class teacher will take day-to-day responsibility for the educational plan and will liaise with parents/carers on a regular basis (this may vary from child to child). Educational plans are reviewed with parents/carers, class teacher, SENCO and pupil, usually half termly. A statemented child is</i>

reviewed annually and parents/carers and other professionals are invited to attend. If therapy sessions (for example speech and language) have been identified by the medical professionals they will liaise with the school if this needs to be done during school time. The SENCO is sent copies of all reports by outside specialists and share these with the class teacher. Parents/carers also receive copies of these reports. If the school identifies a need that should be assessed by an outside agency they will seek parental permission and complete an assessment form. Parents/carers are notified of the date the professional is assessing the pupil and a meeting is normally arranged afterwards with the parents/carers to discuss the initial findings of the report and before the formal report is composed. All parts of the educational programme for pupils and any professional outside agency support are discussed and explained to parents/carers. Parents/carers can discuss this with either or both the class teacher and SENCO. Children needing one to one support will have identified staff working with them (this could be one or more adults). Parents/carers will have opportunities to talk to their child's one to one support and the support worker is involved in relevant meetings throughout the school year.

- The school operates an open door policy, which means that parents/carers can 'pop in' to see teachers before or after school for a 'quick chat' or to book an appointment.*
- Pupil's progress and attainment is regularly monitored. The school has a special needs governor who liaises with the SENCO. The governors are responsible for asking questions about the progress of children.*
- The SENCO, class teacher and senior leadership team review the progress of pupils termly. Some pupils will be identified as needing intervention to further support their learning which may result in short or long term support on an individual or group basis.*

3	<p>How will the curriculum be matched to my child's needs?</p>	<p><i>Differentiation is an integral part of our curriculum and planning.</i></p> <p><i>All children are taught in mainstream classes; some children are offered a differentiated curriculum, where appropriate. Children with special needs may be withdrawn to work on specific skills, but with minimum disruption of their access to the curriculum:</i></p> <ul style="list-style-type: none"> • <i>Based upon a common and agreed approach in the school.</i> • <i>Takes place in a familiar, supportive environment.</i> • <i>Raises expectations of success and shows pupils how to build on strengths while developing strategies to overcome weakness in their work.</i> • <i>Ensures that pupils understand what is required of them.</i> • <i>Provides for the regular collecting, reviewing and recording of assessment information.</i> • <i>Addresses equality of opportunity.</i> • <i>Takes into account the way pupils learn in collaboration with others.</i> • <i>Individual pupil differentiation is provided in a variety of ways depending on need e.g. 1:1 support, intervention groups (both outside the classroom or within with class teacher or teaching assistant), changes to the environment (hearing loop if required), seating arrangements, equipment to help writing (pen grips, writing slop), lessons plans adapted so pupils can participate in same activity as whole class, where appropriate opportunities are included to undertake exercises designed by therapists e.g. physiotherapist or speech and language.</i> • <i>Differentiation is designed to support learning as well social and emotional well-being.</i> • <i>All staff and governors are committed to 'Waved Interventions' The school strives for Quality First Teaching (Wave 1) to meet the needs of all pupils; with the class work differentiated, appropriate modifications made, and adapted equipment provided for specific needs.</i>
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4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p><i>The school holds two parents evening per year (Autumn and Spring Terms) to discuss each pupil and their progress, where they are in their learning and what the next steps should be. A written report is provided at the end of the Summer Term. At any stage during the school year parents/carers can request a meeting with the class teacher, head teacher or SENCO. It is advisable to speak to the class teacher in the first instance.</i></p> <ul style="list-style-type: none"> • <i>Progress is rigorously monitored. Children's progress is assessed and recorded and targets set for where a child should be at the end of each academic year. If at any point during the year it is felt a child is not making the expected progress a meeting is arranged by the class teacher with parents/carers to discuss how to support the next steps of progress.</i> • <i>The class teacher or SENCO will explain to parents/carers how a child's learning is planned and how parents/carers can help support their child outside of school. The parents/carers of children with an educational programme will be involved in planning during review meetings when targets are agreed and set.</i> • <i>Annual review meetings are held for statemented pupils –parents/carers are fully involved in the discussions about progress and about next steps for learning.</i> • <i>We host a number of curriculum evenings/learning events for families to help them understand specific elements of the curriculum and how they can best support their child. Should more regular contact be needed our staff will make suitable arrangements. Others ways to communicate with the school include an open door (pop in for a chat) if convenient with class teacher or other member of staff, home/school communication book to write messages and newsletters/parent mail and school website.</i>
5	<p>What support will there be for my child's overall well-being?</p>	<p><i>All our staff support the ethos of the school and have a strong sense of pastoral care. Our policies define our expectations regarding behaviour and attendance. These policies are updated with the staff, pupils and parents and shared with our governors.</i></p> <p><i>The school's mission statement embraces its ethos: Working in partnership with home Parish and the wider community.</i></p> <ul style="list-style-type: none"> ➤ <i>We nurture individuality and foster confidence, independence and self-esteem in a safe and secure environment.</i> ➤ <i>We engage the children in creative, challenging and enjoyable learning experiences, celebrating all achievements.</i>

		<ul style="list-style-type: none"> ➤ <i>We instil respect and promote high standards and positive behaviour in our children.</i> ➤ <i>Prayer, worship and reflection are central to the spiritual journey of each individual member of our community.</i> • <i>Relevant staff are trained to administer First Aid and staff will administer medication ONLY if a consent form has been signed. Records of playground and classroom accidents are kept and reviewed regularly by relevant staff and governors.</i> • <i>All pupils are supported with their social and emotional development through the curriculum and at playtimes.</i> • <i>Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and supported by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</i> • <i>We have a School Council that elicits the views of the pupils and actively supports 'pupil voice', ensuring that we listen to the views of the learners in our school.</i>
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p><i>Our class teachers hold qualified teacher status. Some of our staff are trained in specialist areas to support special educational needs. All staff have regular child protection training and have undergone Surrey's 'Positive Touch' training. The staff are encouraged to continually update their skills and knowledge.</i></p> <p><i>We have established working relationships with professionals in health and social care including:</i></p> <ul style="list-style-type: none"> • <i>Health including: Children and Adolescent Mental Health Services, Speech and Language, Physiotherapy.</i> • <i>Educational Psychologists</i> • <i>Language and Communication</i> • <i>Behaviour Support Services</i> • <i>Social Services</i>

7	What training are the staff supporting children with SEND had or are having?	<i>Our Special Educational Needs Coordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. Staff are updated on special educational needs and disability and are offered appropriate training opportunities.</i>
8	How will my child be included in activities outside the classroom including school trips?	<p><i>As an inclusive school all pupils are encouraged to participate in activities outside the classroom including trips.</i></p> <ul style="list-style-type: none"> <i>• Meetings are held with parent/carers to discuss the activity/trip and what it entails. Depending on a child's needs extra support may be decided upon in order for the child to have suitable access to the activity/trip or parent/carers <u>may</u> be invited to attend along with their child. Risk assessments are carried out and staff liaise carefully with the venue to ensure that they can meet the needs to the child.</i>
9	How accessible is the school environment?	<p><i>We have full accessibility in place due to recent building works and consider the environment to be fully accessible. We are vigilant about making reasonable adjustments where possible. It has always been the school's policy, to provide adaptation, aids and equipment to enable children with disabilities to have equal access to all areas of the curriculum and the school grounds. The Governors have made certain that the access for pupils with disabilities is kept up to standard and the Accessibility Plan will outline any areas of future development.</i></p> <ul style="list-style-type: none"> <i>• The school is built on one level and has wheel chair access to all areas. Parking is allocated for staff only, but the parents/carers of children with physical disabilities can be allocated parking permits.</i> <i>• There is a designated disabled toilet and changing facility.</i> <i>• We monitor the languages spoken by families in our school and have some members of staff who are bilingual e.g. Spanish or Polish who can translate as necessary. If a translator were needed they could be provided by the school.</i>

<p>10</p>	<p>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?</p>	<p><i>It is important that all our pupils and their families feel welcome. We work collaboratively with other schools sharing information that help our learners to move on.</i></p> <ul style="list-style-type: none"> • <i>Children joining reception are offered two afternoons when they can come into school and meet their teachers as well as socialise with each other in the classroom.</i> • <i>Children transferring to the school from another setting are given to chance to spend at least one day with their new class (whether they are moving before a new school year or within it).</i> • <i>At the end of the academic year pupils spend time with their new teacher. Special transition support may be provided for those pupils with special needs, for example extra visits with the teacher, a social story created containing photos of the new staff and setting that could be read at home during the school break.</i> • <i>Pupils' records, including relevant assessments and reports, are received from previous settings and passed onto new settings.</i> • <i>Pupils moving to another school are given the chance to visit it and create social stories, if necessary. Meetings are held with class teachers, SENCO, relevant new staff, as well as with parents/carers.</i>
<p>11</p>	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p><i>The schools finances are monitored regularly by our governing body and we utilise resources to support the strategic aims of our school, as well as individual learner needs. To ensure value for money any support is set out on a provision map interventions are evaluated with regard to impact.</i></p>

12	<p>How is the decision made about what type and how much support my child will receive?</p>	<p><i>Wave 1 provision is defined in our school and we expect all staff to deliver this. Should additional support be required, this is agreed after consultation with the relevant staff, the learner and their families. Targets are set at the start of any additional support and progress towards these targets is reviewed and monitored closely.</i></p>
13	<p>How are parents involved in the school? How can I be involved?</p>	<p><i>We strongly believe in parental involvement in supporting a child's learning needs and aspirations as defined by our open door policy. We take every opportunity to strengthen this relationship and parents are invited to participate in a numbers of way:</i></p> <ul style="list-style-type: none"> • <i>Parent focus groups to listen to parental concerns.</i> • <i>Parental representation on the Governing Body.</i> • <i>Parents/carers involvement with the school.</i> • <i>The Friends of St Clement's (Parent/Teacher Association).</i> • <i>Class representative.</i> <p><i>Information is provided by:</i></p> <ul style="list-style-type: none"> • <i>Newsletters</i> • <i>Parent mail</i> • <i>Website</i> • <i>Virtual education platform</i> • <i>Class representatives</i> • <i>Class teacher.</i>
14	<p>Who can I contact for further information?</p>	<p><i>In the first instance parents/carers are encouraged to talk to their child's class teacher.</i></p> <p><i>Further information can be obtained from the SENCO at: St Clement's Catholic Primary School Fennell's Mead, West Ewell, Epsom, KT17 1TX</i></p> <p><i>Telephone/Fax: 020 8393 8789</i></p> <p><i>info@stclements.surrey.sch.uk</i></p>