



St Charles Catholic Primary School

Special Educational Needs and Disability

Local Offer

Mission statement

“Let all that you do, be done in love” St. Charles Borromeo

Love is made possible by respect.

St. Charles' School offers a friendly, family atmosphere based on and underpinned by Catholic principles and values. Through good teaching and discipline the School continuously strives to improve educational standards and foster a climate of creativity, wonder, awe and challenge.

These standards enable us to encourage each pupil to reach their maximum potential in a caring environment. Within this environment we strive to create a happy atmosphere in which love and respect are fostered, building upon our community of faith and actively promote the partnership of home, school and parish.

In partnership with the parish and home we strive to provide a Christ-centred environment which promotes spiritual, academic and social growth in order to prepare pupils for active participation in the Church, in their families, society and ultimately their destiny with God.

As one school family, with Christ as our centre, we strive to develop the full potential and uniqueness of each and every child and actively encourage interaction between children of all ages.

Key Information

School Name: St Charles Catholic Primary School

Address: Bosworth Road, Measham, Swadlincote, Derbyshire, DE12 7LQ

Telephone Number: 01530 270572

Head Teacher: Mrs Felicity Knight

Head Teacher Contact Details: office@st-charles.leics.sch.uk

Website Address: [Home - St Charles Catholic Primary Voluntary Academy – Measham \(st-charles.leics.sch.uk\)](http://Home - St Charles Catholic Primary Voluntary Academy – Measham (st-charles.leics.sch.uk))

Age Range of Pupils: 4-11

Last Date of Inspection: September 2013

Outcome of Last Inspection: Good

Does the school have a specialist designated unit: No



The kind of special educational needs for which provision is made at St Charles Catholic Primary School

St Charles Catholic Primary School provide a safe, stimulating and inclusive learning environment. We make provision for children with various Special Educational Needs and disabilities that can be appropriately met in a mainstream setting. We do not have a specialist unit, but we work hard to be an inclusive school and support children and parents in the best possible way.

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

Definitions of SEN taken from section 20 of the Children and Families Act 2014:

‘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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have a significant greater difficulty in learning than the majority of others of the same age;
or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools of mainstream post 16 institutions.

At St Charles children are identified as having SEN through a variety of ways:

- Liaison with previous setting / school
- Child performing below age related expectations
- Concerns raised by parent
- Concerns raised by staff about the level at which the child is working at in the classroom
- Liaison with external agencies (e.g. school nurse, speech and language, occupational therapists, social services, Specialist teaching service, CAHMS)
- Health diagnosis or referral through healthcare professional



How will I raise concerns if I need to?

We encourage parents to share information with and discuss or raise any concerns with us as early as possible. You can do this by:

- Talking to the school - you can speak to the class teacher, SENCO, or Headteacher about your concerns
- You can contact us by speaking to us on the playground before or after school, by making an appointment through the office, by telephone or by writing a letter
- Mrs Satchwell (SENDCO) is available to meet parents on a Wednesday.

We hope to build positive relationships with parents which are open and honest therefore once a child has been identified by the school as having SEN, parents will be informed and a meeting set up between parents and the class teacher. Once parents are in agreement the child will be included on the SEN register and will identify what their particular area of need is and what strategies we will put in place to support them.

How will school support my child?

The class teacher takes responsibility for the daily provision for your child. They will oversee, plan and work with each child with SEN in their class. The class teacher will be supported by the Special Needs Coordinator (SENCO) who oversees all support and progress of any child requiring additional support across the school.

Depending on the specific need of the child, there may be different strategies put into place to support the child. This may include speech therapy, use of resources of equipment, additional support from LSA who may work with your child in a small group or on a one to one basis, or a specialised support programme.

If the SENCO, teacher and parents identify a need for a specific in school assessment or involvement from outside specialist services the SENCO will talk to you about this and ask your permission to proceed. The SENCO will become the lead person for working with outside services and keeping everyone informed of key events and information.

Who will explain this to me?

The class teacher will meet with parents on a termly basis (this may be at Parents Evening), to discuss your child's needs, support and progress. IEP's will be reviewed and updated each term, these will also be discussed and explained to parents so you know how to help them at home.

If you require further information the Headteacher or SENCO are available to discuss support in more detail.



How are the Governors involved and what are their responsibilities?

The Headteacher and SENCO reports to the governors and informs them about the progress of children with SEND.

There is a link Governor for is responsible for SEND and meets regularly with the SENCO. They report regularly to Governors to keep them informed.

What is St Charles' approach to teaching children with SEN?

All teachers are required to provide quality first teaching to children to ensure they make progress. Teachers ensure their plans and resources are adapted to meet the needs of all pupils, including those with special needs. Children are given the opportunity to record ideas and information in different ways. This is called differentiation and will enable your child to access a broad and balanced curriculum.

If your child is not making expected progress or has specific gaps in their knowledge they may work with an adult in a smaller group. These groups are called intervention groups and may be:

- In the classroom or in another space around the school
- By a teacher or teaching assistant who has been specifically trained
- By a specialist from an outside agency: e.g. speech and language / occupational health

If your child is identified as needing further specific support they may be provided with an Education, Health and Care Plan (EHCP). This means they have been identified as needing a particular high level of individual support which cannot be provided from the available budget in school. This is usually provided to children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school. This will almost certainly involve specialist support in school from a professional.

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

At St Charles we have high expectations of all children whatever their ability or need, and aim to offer a broad and balanced curriculum for all. Therefore it is our responsibility to ensure all children can access our curriculum for achievement and enjoyment.

Teachers plan lessons according to the needs of all of the children and will ensure your child's needs are being met. Any staff that are working with your child will be involved in their progress and updated on the support, intervention and current targets which they are working towards.



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

Parents are welcome to make an appointment at any time with the class teacher or SENCO to discuss their child's progress. We can offer advice and practical ways to help your child.

Parents are given information about the level children are working at and about the rate of expected progress for reading , writing and maths.

If a child is on the SEND register, they will have a Pupil Passport, this will outline the child's individual needs and strategies that are to be used in class. The pupil passport has teacher voice, pupil voice and parent voice. The Class teacher, together with the SENCO will set short term targets which will then be reviewed each term to measure progress. Reviews will be shared with parents and children and there is an opportunity for both to write comments and discuss progression. New targets will then be set and shared with parents at regular parents meetings, in addition to the usual parents evening.

How does the school know how well my child is doing?

At St Charles we assess and track children's attainment termly and measure this against National and age related expectations. We also look at how much progress children are making e.g. expected progress / more than expected progress.

Teachers and support staff continually assess the progress of children as an ongoing measure and records where they are improving, or where further support is needed.

As part of our Read, Write, Inc programme children are assessed every half term to find out how their reading, spelling and phonetical knowledge is developing.

If children are not making expected progress, this is discussed at Pupil Progress meetings once per term with the Headteacher or Assistant Headteacher. During this meeting the class teacher will explain why individual children are not making the required progress, and will explain what strategies have been put in to place. Further support or intervention may be put into place after this to support the child further.

During Pupil passport reviews, notes and comments are made to explain the progress a child has made against their target. If a child has not achieved the target, the reasons will be discussed and the target may be adapted or a different approach may be adopted.

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

At St Charles we care deeply about the well-being of the children and understand that children's self-esteem is important to ensure that all children enjoy and achieve.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, and so this should be the first point of contact. If further support or advice is needed the teacher liaises with the SENCO for further advice. This may involve working alongside outside agencies such as Health, Social Services and Behavioural support.



The school also has an ELSA (Emotional Literacy Support Assistant), who works under the direction of the Headteacher and SENCO, with children who are experiencing emotional difficulties for whatever reason.

Other support we can provide in school includes:

- Nurture groups
- Social and friendship groups
- Prayer Partners
- A named adult in school (mentoring scheme)

How does the school support my child's medical needs?

Trained first aiders are available in school and a strict medications policy is adhered to. The school nurse is available for advice and will assist the school in the writing of Care plans if the child has a particular medical need.

Where necessary and in agreement with parents or carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of the child and staff member

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

There are a wide range of services which the school can access. These include:

- Education Psychology service (EPS)
- Speech and Language Therapists
- Child and Adolescent Mental Health Team (CAMHS)
- Family support workers / Family Steps
- School nurses
- Occupational Therapists
- Social Services
- Autism Outreach
- Impairment / Visual impairment teams



What training have staff supporting SEND had or what training are they having?

Staff undergo regular training to keep themselves up to date with current issues. We also have staff trained in particular areas:

- SENCO is working towards the National Special Education Needs Qualifications
- One member of staff is ELSA trained
- 3 members of staff are trained in the use of Makaton
- Our Senco has regular dyslexia training and provides staff with updates
- All staff are Read, Write, Inc trained
- 1 member of staff has HLTA status
- All staff have Epi-pen training
- 11 members of staff have First Aid training

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

As an inclusive school we ensure that all children are able to access our provision whether this be outside or on a school trip. We aim for all children to be included on planning school visits and provide the necessary support.

Risk assessments are carried out prior to any off site activity to ensure the safety of all involved, and reasonable adjustments will be made. The destination of these trips will be taken into account when assessing the needs of all children.

How accessible is the school environment?

We have an accessibility plan which is available on request.

The site is fully wheelchair accessible with disabled toilets large enough to accommodate changing. Showers are also available.

Visual timetables are used in classrooms.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

Joining in Reception:

There are induction events during the summer term when all children who are joining are invited to come into the school

The class teacher makes home visits to introduce themselves to the children and parents in their own environment



The class teacher visits the previous setting to look at strategies and procedures which are already adopted and working well

The SENCO may arrange additional visits for children identified as having SEN and meetings will be arranged with parents and other agencies who have been involved with your child.

When moving classes in school:

Information will be passed on to the new class teacher and where necessary a meeting will be arranged between parent and new teacher to discuss and worries or concerns.

Children will visit their new classroom and teacher, and in the case of a specific need the children will visit the class informally over a period of weeks.

In Year 6:

Children will visit their new school, and where possible we will arrange additional visits. Some of the secondary schools we feed in to arrange specific tailored sessions for SEN or vulnerable children.

We liaise closely with staff and ensure all relevant paperwork is transferred, and all needs are discussed and understood.

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

The school budget received from the Local Authority includes money for supporting pupils with SEN. The Headteacher, Bursar and SENCO then decide on the budget for SEN in consultation with school governors and based on the needs of the pupils. The school may receive additional "top-up" funding for pupils with higher level needs.

At St Charles we use SEN funding in the most appropriate way to support each child. This may include individual or small group support with an additional adults, but this may also be through the purchase of specific resources, training and or support from additional support services.

There are regular Senior leadership team meetings to monitor the impact of SEN provision and the Governing Body are kept informed of all decisions.



What can I do if I have a complaint?

In the first instance please speak to your class teacher about any worries or concerns. If you are not happy with the way any issues have been dealt with you may speak to the SENCO or Headteacher who will try to resolve these for you. If you are still unhappy you may speak or write to the Chair of Governors outlining your complaint. For further information please see the full complaints policy on our website.

Who can I contact for further information?

If you are interested in applying for a place at St Charles, please contact us on any of the means below to arrange a meeting.

Useful Contact details:

Headteacher:	Mrs F Knight
SENCO:	Mrs K Satchwell
SEN Governor:	Mr Ingamells

All contact can be made through the school office:

office@st-charles.leics.sch.uk

Telephone: 01503 270572

Contact **Leicestershire County Council** for further advice and information:

http://www.leics.gov.uk/index/children_families/local-offer/local_offer_advice_and_guidance.htm

We hope this helps you to understand further how we support children with Special Education Needs or Disabilities at St Charles Catholic Primary School.