



## Special Educational Needs

### Local Offer

St Gregory's Catholic Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life.

Children within our school may have some kind of Special Need during their time in education. The legal term for "Special Need" is a child with a learning difficulty or disability that find it harder to learn and progress than most children of the same age.

Support will be provided in school, often with the help of specialists from health and education. The decision to give extra support to a pupil will follow on from discussions with parents. The decision will be based on a variety of factors including academic progress, physical disability and social and emotional well-being. Support will be planned by school staff and where appropriate external professionals

Our local offer describes the range of provision and support available to pupils as and when necessary.

Below are a list of frequently asked questions and answers taken from The Special Educational Needs and Disabilities Act (September 2014). If there are any other queries please make an appointment with Miss Melanie Fee Special Educational Needs and Disabilities co-ordinator.

## The School Offer –Questions and Answers

Question	Prompt	Answer
<p>How does the setting know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> <li>• How do you identify children with special educational needs?</li>   <li>• How will I be able to raise any concerns I may have?</li> </ul>	<ul style="list-style-type: none"> <li>• Health information prior to starting school</li> <li>• Acting on parental concerns</li> <li>• Nursery home visits from trained staff</li> <li>• Tracking and assessment systems to identify children making little or no progress.</li> <li>• Pupil progress meetings to discuss pupils that may be cause for concern.</li>   <li>• Any concerns should be raised with the class teacher in the first instance.</li> <li>• Further concerns or requests for advice, parents should make an appointment with Miss Melanie Fee the SENDco</li> <li>• If concerns are unresolved please speak to the Head teacher</li> </ul>
<p>How will School staff support my child?</p>	<ul style="list-style-type: none"> <li>• Who will oversee and plan the education programme? Who will be working with my child and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers in the first instance will plan the teaching programme for your child. They may ask for further advice and support from the SENDco.</li> <li>• Your child may be supported in class on either a 1:1 basis or in small groups by a teaching assistant.</li> <li>• The SENDco may help teaching staff to develop specialised programmes of</li> </ul>

	<ul style="list-style-type: none"> <li>• How are the school's Governors involved and what are their responsibilities?</li> </ul>	<p>support or intervention programmes. These will take place outside the normal classroom environment.</p> <ul style="list-style-type: none"> <li>• The SENDco will liaise with other teaching staff to develop targets and seek external support as and when necessary.</li> <li>• The school has a governor for Special Educational Needs, they oversee the development of policies and procedures. They are in direct contact with the SENDco and report findings back to the Governing Body</li> </ul>
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> <li>• What are the school's approaches to differentiation?</li> <li>• How will this help my child?</li> </ul>	<ul style="list-style-type: none"> <li>• High quality teaching which is differentiated to meet the needs of individuals is the first response to any additional needs.</li> <li>• Children are given their own individual targets to work towards.</li> <li>• Individual programmes of support for some children are also put in place and reviewed half termly</li> <li>• Your child will be given targeted work appropriate to their individual level of ability</li> <li>• Progress is regularly monitored by staff in pupil progress meetings. Further targets decided upon.</li> </ul>

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• In addition to the normal reporting arrangements what opportunities will there be for me to discuss my child's progress with the staff?</li>   <li>• How does the school know how well my child is doing?</li> </ul>	<ul style="list-style-type: none"> <li>• All parents are invited to discuss their child's progress or any concerns they may have with their child's class teacher or SENDco.</li> <li>• Your child may need an individual education plan. You would be involved in the development of this and invited to termly review meetings</li> <li>• If your child has a Statement or Education Healthcare Plan parents will be invited to an annual review meeting to discuss progress and any further needs your child may have.</li> <li>• The progress of each child is carefully monitored through regular assessments. These are recorded on an half termly basis</li> <li>• Daily marking of work also provides staff with evidence as to how a child is progressing. These findings will be discussed with the child and if necessary worked upon.</li> </ul>
<p>What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> <li>• What is the pastoral, medical and social support available in the school for children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• The school provide a wide range of small group interventions to support SEN children with issues such as self-esteem, confidence and social and emotional well-being. These in the most part are led by our Parent Support and pastoral care teacher Miss Lucie Bell.</li> </ul>

	<ul style="list-style-type: none"> <li>• How does the school manage the administration of medicines and providing personal care?</li> <li>• What support is there for behaviour, avoiding exclusions and increasing attendance?</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are trained in Safeguarding children.</li> <li>• Lucie Bell Parent Support advisor provides support for families in need and helps parents make contact with other outside agencies as and when necessary</li> <li>• Melanie Fee SENDco provides advice and support for individual children with SEN. She liaises with Educational Psychologists, Special Advisory Teachers and Health to ensure all needs are appropriately met.</li> <li>• The school follows statutory guidance Supporting Children with Medical Needs (Sept 2014) in the administration of medicines.</li> <li>• Individual health or intimate care plans are developed to ensure your child's medical needs are met.</li> <li>• Asthma plans are put into place if your child is asthmatic.</li> <li>• In the first instance where there are concerns, an individual behaviour plan may be drawn up. This will include targets to work towards and a sanctions and reward system.</li> </ul>
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