**SEN Information Report (‘School Offer’)**

1. **How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

At St Catherine of Siena Catholic Primary School we are committed to early identification of Special Educational Needs (SEN) in line with the SEN Code of Practice 2014. Individual children’s needs are identified and tested by the school in different ways. We know when pupils need help if:

* Concerns are raised by parents/carers, teachers or the child.
* Limited progress is being made in accordance with age related expectations.
* There is a change in the pupil’s behaviour or progress.
* Concerns are raised by external agencies (e.g. GP or school nurse)
* Information is provided from the previous setting (e.g. nursery)
* Early Years Foundation Stage home visits.

A plan will be drawn up outlining the adjustments, interventions and support to be put in place as well as the desired impact. A date for review will be set.

1. **How will school staff support my child?**

In accordance with the SEN Code of Practice 2014, St Catherine of Siena Catholic Primary School adopts a graduated response to SEN provision determined by the support each individual child requires. We use a three-tier approach to classify educational needs that are additional to, or different from, everyday classroom provision.

**In class focused Support-** This type of support will happen within the classroom. Teachers will differentiate work for a particular child or group of children in order to achieve specific targets.

**Small Group Support-** This type of support will happen in addition to lessons in class. This supports children you need extra support to access the curriculum. It may be 1:1 intervention or intervention groups.

**Individual Programmes**- These are usually taught on a 1:1 basis where a child and a professional work together to achieve highly differentiated and focussed targets. These targets have been set with support from external agencies.

1. **How will I know how my child is doing?**

Parents and carers will be informed of their child’s progress and involved in target setting throughout the academic year and in a variety of ways. These may include:

- Informal meetings with teachers;

- Meetings/Review of Support Plan for children with significant SEN;

- Parents evenings;

- Annual Review meetings, for children with a Education, Health and Care Plan (replacing Statements of SEN);

- Multi-agency meetings, for children that have support from external agencies, e.g. Speech and Language, Occupational Therapy, Educational Psychologist, CAMHS.

**4. How will the learning and development provision be matched to my child’s needs?**

Our school strives to provide an engaging and exciting curriculum for all children. Your child’s Class Teacher will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children’s learning. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible. Strategies to support and develop individual needs may include visual timetables, pre teaching, ICT resources such as Clicker 5, sound buttons, talk partners, fine and gross motor skill activities, writing slopes, wobble cushions, specialist pens, pencils and cutlery.

1. **What support will there be for my child’s overall wellbeing?**

We aim to develop children’s emotional and social well-being in partnership with parents and carers. In some cases this may be provided by specialist services, such as play therapists, child and adolescent mental health services (CAMHS), Education, Health Care plans and nurture groups can be used to meet specific needs. These plans are created in collaboration with school, parents and pupil and they are monitored and reviewed at agreed intervals.

St Catherine’s operates a whole school policy to support positive behaviour, using personalised rewards. All rewards and sanctions are applied consistently. Additional strategies include:

* Analysis of behaviour to identify triggers (logged on SIMS)
* Whole school Behaviour Ethos
* Personalised behaviour charts
* Weekly Achievement Assemblies celebrating positive behaviour and Gospel values.
* Buddy system modelling behaviour with Year 6 and reception children and children new to the school.
* Play leaders at lunchtimes and Year 6 monitors.

1. **What specialist services and expertise are available at or accessed by the school?**

External support services play an important part in helping St Catherine of Siena’s identify, assess and provide appropriate provision for pupils with SEN. We have access to the following services where appropriate:

* Educational Psychologist;
* Communication and Autism Team;
* Specialist provision for children with sensory impairment or physical difficulties;
* Speech and Language therapists;
* Occupational therapists;
* Physiotherapists;
* Play therapists;
* School nurse;
* Chessbrook Education Support Centre;
* Colnbrook MLD Outreach
* The Acorn Centre
* CAMHS.

Multi-agency liaison and planning meetings are held, as appropriate, to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable pupils.

1. **What training have the staff had or having who are supporting children and young people with SEND?**

St Catherine of Siena school aims to meet the needs of all pupils and ensure the provision is appropriate. This means that we adapt our support and training in order to meet the needs of the individual children in the school at any given time. If additional training is required, we will arrange this through Herts for Learning, Specific Learning Difficulties Bases such as Laurence Haines, Chessbrook , The Acorn Centre and Colnbrook Outreach Services.

1. **How will you help me to support my child’s learning?**

The collaborative planning and target setting systems that are in place at St. Catherine of Siena School as part of SEND pupils’ Support Plans mean that parents/carers are consistently involved and supported in order to help children reach their targets. Parents/carers are commonly informed and supported in school via needs that arise due to target setting or multi agency planning meetings. St. Catherine of Siena school will then aim to support the family with a focus on meeting the child and family centred objectives that are set within those meetings. This might mean that the family is referred to an additional support network. In addition, St Catherine of Siena School hosts a number of parents’ information and training events throughout the year through each class’s teacher or subject leader where appropriate. Information about upcoming events will be issued to parents/carers through letter/email/newsletter.

1. **How will I be involved in discussions about and planning for my child’s education?**

At St. Catherine of Siena Catholic Primary School we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers are taken into account, together with the views of school staff and relevant professionals. This may be through:

• informal discussion with staff;

• teacher and child meetings;

• teacher and parent meetings;

• Support Plan review meetings, including outside agencies, where appropriate.

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

It is the school’s policy to enable every child to participate as fully as possible in all elements of the wider curriculum. Wherever possible we work with families to put in place measures to enable all children to attend school trips and residential visits, with support, as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity. Should we feel unable to meet the child’s needs, even with reasonable adjustment (particularly with regard to Safeguarding), we will explain this to parents and carers well in advance of any trip.

**11.How accessible is the school environmen**t**?**

All Hertfordshire schools comply with Equality Act 2010. Please refer to the school accessibility plan and equality scheme for more information.

**12.Who can I contact for further information?**

Key Contacts

• Headteacher – Ms Nicola Kane **Tel: 01923 676022**

• SENCO – Mrs Stephanie Taylor **Tel 01923 676022**

**13.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?**

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is a smooth as possible. We can provide individual support from Chessbrook School and run nurture groups for children you may need support. We have excellent links with our local secondary schools and work alongside them to provide a smooth transition to Secondary education.

**If your child is joining us from another school**:

• The SENCO will undertake a pre-visit where appropriate.

• Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

**If your child is moving to another school:**

• We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

• A planning meeting/conversation will take place with the SENCO from the new school.

• We will make sure that all records about your child are passed on as soon as possible.

**When moving classes in school:**

• Information will be passed on to the new class teacher in advance and a transition planning meeting will take place with the new teacher.

• There will be opportunities to make additional visits to the new classes, if this is appropriate.

**In Year 6:**

• The SENCO will discuss the specific needs of your child with the SENCO of the child’s secondary school.

• Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

**14.How are the school’s resources allocated and matched to children’s special educational needs?**

• The school budget, received from Hertfordshire LA, includes money for supporting children with SEN.

• The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.

• The money is used to provide additional support or resources dependent on individual needs.

• Resources may include deployment of staff depending upon individual circumstance.

• Exceptional Needs Funding, where appropriate, may be applied for in order to support children with significant individual needs.

**15.How is the decision made about how much support my child will receive?**

• Support is determined through consultation with parents, teaching and support staff and relevant external agencies.

• The level of support will be constantly reviewed in order to identify when and where additional support may be needed.

**16.How can I find information about the Local Authority’s Local Offer of services and provision for children and young people with special educational needs and disability?**

Please visit Herts Local offer site at: <http://directory.hertsdirect.org/localoffer>