

St Margaret Clitherow Local Offer

An overview of the school's provision



At St Margaret Clitherow we:

- Identify children with SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice
- Have a designated member of staff – the Inclusion Manager- to oversee the management of inclusion within the school
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are ‘Teachers of SEN’
- **Provide information on school arrangements for SEN to parents and governors**
- Consider pre-emptive(appropriate in advance)arrangements for pupils present and future with a disability
- **Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN- including the accessibility plan.**

All Brent schools have a similar approach to meeting the needs of pupils with Special Educational Needs and or Disabilities to ensure that they make the best possible progress in school.

We, St Margaret Clitherow School, are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs)

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has significantly slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

Children at St Margaret Clitherow School make good progress and achieve in line with other schools nationally with SEN. Other useful documents such as our SEND/ inclusion policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at St Margaret Clitherow School then please do not hesitate to contact us directly.

Who are the best people at school to talk to about my child's SEN?

- **Class teacher-** responsible for:

Planning the curriculum and differentiation and assessing your child's progress

- **Teacher in charge of SEN** (Ilira Heath-Inclusion Manager)- responsible for:

Co-ordinating all the support and intervention in the school and keeping parents informed and holding the reviews. Liaising with all agencies involved in your child.

- **Head teacher- Mrs Ewa McSperrin** responsible for:

The day to day aspects of the school and all the arrangements for children with SEN. The Head teacher has to report to the Governing Body on all aspects of SEN in the school.

- **SEN Governor – Ms Helen Hagger** is responsible for:

Making sure the necessary support is made for every child who attends the school with SEN

How will I know how well my child is doing at school?

- Open door policy - parents welcome to make an appointment at any time
- Partnership between parents and teachers - we will communicate regularly
- Home school link book to ensure that comments can be responded to
- If your child has an EHC plan there will be formal meetings where progress is reported on and a report written.

What are the different types of support available for children at this school?

	Whole school ethos and practice for all children	Support for pupils with additional needs
Autistic spectrum disorders	<p>Structured day</p> <p>Positive behaviour management strategies.</p> <p>Learning style understood.</p> <p>Differentiation.</p> <p>Rewards and sanctions.</p> <p>Communication with parents</p>	<p>Class teacher or TA</p> <p>Small group targeted intervention.</p> <p>ICT used to reduce barriers</p> <p>Alternative communication systems - Makaton. PECS</p> <p>Visual timetable- work stations- noise is minimised</p> <p>Parents involved in learning plan.</p> <p>Advice and intervention from Brent Outreach Autism Service</p>
Speech language and communication	<p>Communication, speaking and listening policy.</p> <p>All staff trained in relevant strategies</p>	<p>SALT programmes delivered by a specialist TA</p> <p>SALT Therapist intervention</p> <p>Class based support.</p> <p>Alternative communication systems- Makaton. PECS</p> <p>Social skills group./ chat club</p> <p>Talking Partners</p>
Moderate learning difficulties	<p>Differentiation</p> <p>Teaching resources are accessible and appropriate</p> <p>Multi sensory approach to learning</p> <p>Interactive environment and reasonable adjustments</p>	<p>Curriculum is adapted to meet the needs of pupils</p> <p>Targeted intervention programmes</p> <p>Behaviour management plan</p> <p>Social skills group</p> <p>Independent learning plan</p> <p>Specific goals- short steps</p> <p>Active engagement monitoring and TA hands off approach</p>

What are the different types of support available for children at this school?

	Whole school ethos and practice	Support for additional needs
Social, mental and emotional health needs	<p>Identification and assessment in school</p> <p>Additional advice and support from outside agencies</p> <p>Adaptations to curriculum</p> <p>Supported to build relationships and engage</p> <p>Circle time/PSHE curriculum</p> <p>Positive behaviour policy</p> <p>Mindfulness Meditation</p>	<p>Interventions are implemented, reviewed and revised</p> <p>Work with parents to refer to CAMHS</p> <p>Targeted intervention to promote social skills and emotional resilience</p> <p>Adaptations to physical environment eg time out</p> <p>Monitoring in unstructured time eg breaks/ lunch</p> <p>Weekly one-to-one Art Therapy sessions</p> <p>Mentoring</p> <p>Yoga classes</p>
Sensory and Physical needs- hearing/ visual impairment, multi sensory- physical and medical needs	<p>Referrals to Brent hearing impaired service or visual impaired service and provision of specialised equipment.</p> <p>Curriculum is adapted</p>	<p>Targeted intervention and specialist individual therapy programmes eg phonics, physio, Teaching assistants with relevant expertise</p> <p>Adaptations to physical environment- enhanced contrast and minimal noise. Compliance with acoustic regulations</p> <p>Disabled toilet facilities</p> <p>Staff consistently use adapted resources and TAs work closely with teachers to support access of the curriculum</p> <p>Assistive technology eg hearing aids and ICT software</p>

In addition:

All children will have	The following provision
Assessment on entry	The Equality Act 2010 requires schools to ensure that SEND children are not disadvantaged.
Emotional and social needs addressed	Anti bullying, peer support role models
Progress tracked and reviewed	Plans, assessed, reviewed, adjusted, tracked.
Transition arrangements	Access to transition programmes and visits
Staff who are trained	Expertise is developed, time for meeting with professionals
Provision that is assessed and evaluated	Whole school policies are evaluated and monitored
Access to mainstream facilities and extra curricular activities	Children are included with mainstream peers unless there is a planned intervention
Progress that is shared with parent/carers	Parents are informed and actively encouraged to support shared goals at home.

What happens if my child with SEN makes very little progress at school?

- Where a child with SEN continues to make little progress despite the support provided by the school's SEN provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.

If you need to complain

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)