

# SEN Information

Local Offer

Person with overall responsibility for SEN within school / college / organisation:	<b>Lorraine Dudman</b>
Contact Details:	<a href="mailto:senco@smcprimary.org">senco@smcprimary.org</a>
Web address of SEN Policy:	<a href="http://www.margaret-clitherow-primary.torbay.sch.uk/parents/school-policies/">http://www.margaret-clitherow-primary.torbay.sch.uk/parents/school-policies/</a>

**Name of Education Provider: St Margaret Clitherow Catholic Primary School Catholic Primary School**

## 1. What special education provision is available at our setting?



### What do we do here to meet your needs?

At St Margaret Clitherow Catholic Primary School, we believe that all children have a right to a broad, balanced and relevant education. We aim to work together with parents and carers to create a setting that is inclusive of all pupils, encouraging them to give of their best and reach their full potential. Where additional support is needed, we also offer:

- 1:1 or small group support, both within and outside of the classroom
- A range of English and Maths interventions
- SENDCo support
- Lego Therapy
- Anger management and emotional well-being programmes
- Pastoral Support
- The ARC provides support for children with pastoral, social & emotional needs
- Speech and Language programmes
- Social Stories
- Lego Therapy
- iPads/ other ICT access technology
- Specific Learning Difficulties interventions, e.g. Toe by Toe, Precision teaching
- 'Thrive' programme to support emotional and social development
- Access to Outreach Services
- A caring staff with a range of experience, expertise, qualifications and training
- Advice and support from the Educational Psychology Service
- Advice and support from the School Nurse

- Advice and support from Speech and Language therapists
- Advice and support from Child and Adolescent Mental Health Services (CAMHS)
- Advice and support from Social Workers
- Access to Mayfield and Chestnut Outreach

## 2. What criteria must be satisfied before children and young people can access this provision/service?



### What sort of needs would you have for us to be able to help you?

St Margaret Clitherow Catholic Primary School is a small inclusive school in which we hope to foster a real family atmosphere and a caring Christian Community, hardworking and courteous. Each child is encouraged to feel confident of his or her own worth and ability. We believe passionately in community and hope that everyone in our school community enjoys being a member of it, and feels a personal commitment to it.

Every child matters and is valued in our school. We want children and their parents to feel relaxed and secure in our environment and we all work together to create the best all-round experience and achieve the best outcomes for life for the child. All children are welcomed into our school, regardless of any special need; we believe in providing an inclusive curriculum which is differentiated to take into account the varying needs and interests of the children. We believe 'first quality teaching' which embeds a range of inclusive teaching strategies to meet pupils' needs.

We realise that for almost all children, the amount of support that they need will vary throughout their time at school. This could be for a wide range of needs including:

- working below age related expectations
- making little or slow progress
- difficulties with organisation and memory skills
- specific learning difficulties affecting a particular part of their learning eg English or Maths
- speech, language and communication difficulties
- difficulty in managing relationships with others
- visual impairments
- hearing impairments
- physical needs that require additional ongoing support and equipment
- struggling to cope within the classroom setting, such as behaving in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support

We work with children, parents and outside agencies, as appropriate, to make accurate assessments and to put in place the most effective arrangements for the child.

Additional support is accessed following discussions with the class teacher, SENDCo and/or advice from the SEND support advisor, Educational Psychology Service or other professionals.

### 3. How do we identify the particular special educational needs of a child or young person?



#### How do we work out what your needs are and how can we help?

Identification of SEND is achieved from the evidence a school acquires through a variety of means. These include:

- Before entry to school the foundation stage teacher carries out home visits or meets with parents to discuss their children and their specific needs.
- On entry to the school, at the foundation stage, a child may already have reports, which are passed on from a variety of outside agencies including health visitors or may have already been identified as having SEND.
- Identification by the class teacher when a child is failing to make the progress one might expect through either a differentiated curriculum or in respect to the behaviour code.
- Regular formal and informal assessments are carried out across the school and the Senior Management Team monitors the progress of all pupils, through pupil progress meetings as well as scrutinising attainment data. The Special Educational Needs and Disability Coordinator (SENDCo) visits each class regularly to observe and help to identify any barriers to learning
- Where there are concerns about a child who is not making sufficient progress, despite interventions and support, the class teacher will consult with the SENDCo and the parents/carers to discuss ways to support the child. Whenever a child is placed on the SEND register, this is done in consultation with the class teacher, SENDCo and parents/carers as well as advice from the local SEND support advisor.
- Where progress and attainment continues to be lower than expected, despite targeted intervention and support, the school can draw on the advice and support of external agencies to perform more specialist diagnostic assessments and identify specific needs.

St Margaret Clitherow Catholic Primary School offers all children a broad and balanced curriculum with 'quality first teaching' expected from all class teachers.

Each pupil's education programme will be planned by the class teacher so that it best meets the pupil's individual needs and we will take into consideration the academic, emotional, behavioural and pastoral needs of the child.

Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential issues, in order for further support to be planned. There is ongoing monitoring by the SENDCo and SLT

When progress and attainment is lower than expected there will be a discussion with the SENDCo and

extra support will be offered. This could be: small group interventions, 1:1 support, additional adult support from Teaching and/or Pastoral assistants or the use of additional equipment. We adopt a continuous cycle of Assess, Plan, Do and Review.

Occasionally a pupil may need more expert support from Outreach Services, Health Professionals or an assessment from an Educational Psychologist. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school

#### 4. How do we consult with parents and/or children and young people about their needs?



##### How do we find out about what you and your parents think you need help with?

All new children entering St Margaret Clitherow Catholic Primary School are invited to visit the school with their parents. The Head teacher will have an initial discussion to explore the special need of the child. This information is then passed to the SENDCo and class teacher. All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher.
- Making an appointment to speak in more detail to the class teacher, SENDCO or Head by visiting the school office.
- Annual reports are given to all parents/carers and feedback welcomed.
- Children, when at an appropriate age, play an active part in the discussions about their progress
- Each term, meetings are held for parents/carers and class teachers to discuss the progress and attainment of each child in the class and to set targets for the term ahead. For children who are identified as having a Special Educational Need and/or Disability (SEND) or an Education Health Care (EHC) Plan (formerly known as a Statement of Special Educational Needs), longer meetings are scheduled in the autumn term to ensure there is enough time to discuss all the relevant issues with new class teachers and, where relevant, support staff.
- These children have Individual Support Plans (ISPs), which include personal targets, discussed and agreed with the child, their parents/carers and the class teacher, supported by the SENDCo. The ISPs are reviewed half termly with all concerned.
- In addition to the termly review and target setting meetings, pupils who are on an EHC Plan will also have an Annual Review meeting, which all professionals involved in supporting the child are invited to attend. At this meeting, the external professionals, together with the parents/carers, class teacher, SENDCo and any relevant support staff will review the child's progress made over the previous year and agree provision for the year ahead.
- At St Margaret Clitherow Catholic Primary School, we also operate an 'open door' policy, enabling teachers or parents/carers to arrange a meeting after school to discuss any specific issues which may arise between these scheduled target setting meetings.
- Meetings can also be arranged with the SENDCo in the same way.

#### 5. What is our approach to teaching children and young people with special educational needs?



##### How will we teach you?

All children and young people with special educational needs or disabilities (SEND) should be able to reach their full potential in school. They should also be supported to make a successful transition into adulthood.

As a mainstream school, St Margaret Clitherow Catholic Primary School strongly believes in inclusion so that pupils are taught alongside their peers as much as possible. Class teachers and support staff work together to ensure that we offer an inclusive curriculum which is differentiated and personalized, as appropriate, to meet the range of needs and abilities within the class. We use a range of inclusive strategies, including visual timetables, use of ICT and use of task prompt guide. Other adaptations might include: personal reward systems and the use of specialist equipment such as slopes, pen/pencil grips.

Teaching Assistants may be allocated to work with the pupil on a 1-1 basis or in a small focus group to target more specific needs through short term interventions. When appropriate an ISP would be written identifying specific activities and learning objectives. School, parents, child and any agency involved would develop this

Where a child's needs are very complex and require high levels of support, specialist equipment and expertise a pupil may not stay in a mainstream setting. Discussions with parents/carers, the pupil, SENDCo and the Local Authority may conclude that a special school or specialist provision attached to a mainstream school would best suit the child's needs.

## 6. How can we adapt our curriculum for children and young people with special educational needs?



### What sort of things will you learn here?

St Margaret Clitherow Catholic Primary School aims to deliver a broad, balanced, progressive and relevant curriculum where all children can access the lessons across the full range of National Curriculum subjects and a range of extra-curricular clubs, school performances, school trips and experiences away from the school premises as well as external visitors and the year 5/6 residential visit to enhance learning across a variety of areas. This is facilitated by the use of differentiation of tasks, activities, outcomes and resources suitable for the individual. We liaise with Outreach Agencies to ensure we understand the needs of the individual child and cater for them. Teachers and support staff work together to create a learning environment that is stimulating and takes account of the interests of the children wherever possible. In providing 'quality first teaching', teachers and support staff use a range of strategies to target the different learning styles within the class, including visual, audio and kinesthetic approaches, enabling children to access the learning across the full range of National Curriculum subjects.

Practical facilities we have at present to assist integration include:

- An internal lift in the Key Stage 2 building,
- Wheelchair Access
- Disabled toilets and shower room

## 7. How will we ensure we get the services, provision and equipment that children and young people need?



### How will we make sure that you get all of the help that you need from different people?

The SENDCo works closely with the Headteacher, SLT, class teachers and support staff to monitor provision and pupil progress. SEND is a standing item on the staff meeting agenda to enable any issues to be raised and discussed. In addition to this, the school also has strong links with local external professionals including:

- Advisory Teacher for SEND
- Educational Psychologist
- Outreach Teams from Special Schools
- Torbay outreach for Speech and Language Impaired Children in Mainstream
- Early Years Advisory Team
- EAL Consultant
- Advisory Teachers supporting pupils with Hearing/Visual Impairment
- Torbay Hospital (Paediatricians)
- School Nurse
- Specialist Nurses (e.g. Diabetic)
- Health Visitors
- Speech and Language Therapy Service
- Occupational Therapy
- Physiotherapy
- Safeguarding Hub
- CAMHS (Child & Adolescent Mental Health Service)
- Social Services including, Early Help support, Team Around the Family and access to the Torbay FIS
- Attendance Service
- Troubled Families and Local Police Community Support Team
- Parenting Support programmes
- Young Carers Service

## 8. How is this provision funded?



### Who pays for this?

The school has a notional SEND budget to fund provision for pupils who are on the SEND register. The Head Teacher & CAST decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. Consideration is given to:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected
- And decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

The SEND budget is monitored by the Headteacher and CAST who, in collaboration with the SENDCo and Senior Leadership Team, allocate the resources according to need.

Some pupils are also entitled to Pupil Premium funding, which is used in a variety of ways to support additional provision. Children who have been identified as having more complex Special Educational Needs and/or Disabilities may also have an Education, Health and Care (EHC) Plan. EHC Plans come with access to a personal budget, which is used to provide additional support to work towards the objectives identified within the plan. This is monitored by the Local Authority.

## 9. What additional learning support is available for children and young people with special educational needs and how do they access it?



### What else will we do to help you learn and how will this happen?

All classes receive additional support from Teaching Assistants. However the Teaching Assistants are deployed flexibly so they do not always work with children with SEND.

Other support includes:

- Targeted small group support both in and out of the classroom for English and Maths
- Withdrawal of small groups or individual pupils for additional English and Maths support
- reading
- Provision of table top resources/Maths tool boxes to ensure that learning is multisensory and practical
- Small group reading support in class through guided reading and individual
- Reading support outside of class from volunteers
- Additional small group English & Maths support from Teaching Assistant
- Differentiated and multi-sensory activities
- Team Teach Handwriting development programme implemented throughout the school
- Provision of table top packs, containing high frequency word mats and phonics sound mats.

- Read, Write Inc and Accelerated Reader
- Speech and Language groups
- Use of Laptops for recording written work when handwriting causes difficulties. Use of iPads.
- 1: 1 or small group Thrive or Pastoral
- Lego Therapy to support children with social difficulties and/or to develop confidence and self-esteem.
- Lunchtime activities in the ARC to support children with emotional, pastoral or social difficulties and for those children who find unstructured times a challenge
- Lively Lunchtime programme of activities

## 10. How do we support and improve the emotional and social development of children and young people with special educational needs?



0 0 0

### How can we help you learn about your feelings and relationships?

Our School values all children for their own unique qualities. As a small school, we are able to adopt whole school approaches to communicating with and supporting children who have specific emotional and social issues.

The Catholic ethos of the school also promotes a caring attitude in dealing with all the children in the school, helping them to develop their emotional and social skills within the school and wider community.

We have a positive approach to Behaviour Management that takes into account the individual needs of the child and is reflected in our policy and practice.

In addition to our whole school PSHE & Journey in Love programmes we additionally offer :

- Pastoral staff who offer a wide variety of pastoral support for pupils who are encountering emotional difficulties.
- Members of staff such as the Class teacher, Teaching Assistant, Head, SLT, and SENDCO who are readily available for pupils wishing to discuss issues and concerns.
- Lego Therapy to support children with social difficulties and/or to develop confidence and self- esteem.
- Lunchtime activities in the ARC to support children with emotional, pastoral or social difficulties Lively Lunchtime programme of activities to support children's social development
- Quiet spaces
- Small focus groups according to need
- Anger Management programmes of support
- Managing Anxiety programmes of support

For pupils with more complex emotional and social needs we will seek advice from the Educational Psychology Service, School Nurse, Paediatrician, Social Workers, Chestnut Outreach and Child and Adolescent Mental Health Services. (CAMHS)

- Pupils with medical needs
- If a pupil has a medical need then an Individual Health Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff that are involved with the pupil and involve rigorous risk assessment processes.
- Some staff have received EpiPen training for children who may have an extreme allergic reaction
- Some staff have received training for the understanding of Diabetes and the administering of Insulin.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Many staff have basic first aid training.
- The implications of some medical conditions are fully discussed with staff so they have a better understanding of the needs of the child.

## 11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



### How can we help you to get ready to change to a different place or to leave here?

At St Margaret Clitherow Catholic Primary School, we recognise that moving to another school can be a difficult time for many children so, wherever possible, we create a programme of transition in collaboration with parents/carers and professionals from the new setting.

For those leaving in Year 6, we work closely with local secondary schools to provide opportunities for the children to visit their new school and familiarise themselves with some of the staff, buildings and routines. The SENDCos from both schools meet to discuss any issues and additional provision required in advance of the new placement.

Pupils who leave St Margaret Clitherow Catholic Primary School to attend Special Educational settings also have personalised transition arrangements, including visits to their new setting with familiar support staff from the school.

For children with additional needs, transition arrangements are discussed with parents/carers and professionals from both schools to create a personalised transition programme.

This usually begins in the summer term and involves additional visits to ensure that both the child and their parents/carers become familiar with new teachers, classrooms and changes to routines. It can involve transition activities at the new school, working alongside other children who may also be in the same class or setting. Where necessary, support staff can accompany the child on visits to the new setting to help ease the transition. Children may also be supported with additional 1:1 or small group work to enable them to discuss anxieties or concerns and ask any questions they may have.

## 12. What other support is available for children and young people with special educational needs and how can they access it?



### What other help can we give you or help you to get?

#### Social, Emotional, Mental Health Needs

- Pastoral Support, THRIVE, Lego Therapy, Anger management and PSHE in school
- Referral, when necessary to Chestnut Outreach, Mayfield Outreach, Educational Psychologist or CAMHS
- Daily overseeing of behaviour by staff
- Implementation of the school's behaviour policy

#### Physical and Sensory Needs

- Referral to Occupational Therapist/ Physiotherapist for assessment and intervention.
- Referral to Hearing or visual impairment specialist teachers
- Implementation of recommendations from Occupational Therapist or Physiotherapist by a staff member.
- Support resources e.g. writing slopes, pencil grips.
- Differentiated curriculum access.

#### Speech and Language

- Referral for assessment and intervention from a Speech and Language therapist.
- Implementation of Speech and Language programmes by teacher and teaching assistant.

#### Medical

- Regular meetings between SENDCo and school nurse
- Wide range of support staff and midday meals supervisors trained in First Aid
- Staff training in the administration of support and/ or medication for Anaphylaxis and EpiPen use in response to specific need
- Liaison with medical professionals for children with ongoing treatment.
- Individual protocols for children with significant medical needs including photographs of child and detailing the child's condition and required medication displayed in the staffroom

#### Support/supervision at unstructured times of the day including personal care:

- Trained midday meals supervisor in the lunch hall and playgrounds
- Midday meals supervisors initiating and supporting Lively Lunchtime activities during lunchtime
- Taking Responsibility - Play Leaders helping in playground
- The ARC provides support for children with pastoral, social & emotional needs

### 13. What extra-curricular activities are available for children and young people with special educational needs?



#### What other activities can you do here?

All extra-curricular activities and clubs are always fully inclusive to ensure that any child, no matter what their needs, can attend. At St Margaret Clitherow Catholic Primary School we include all children in all aspects of school life, including school trips and residential visits and peripatetic lessons adapting these wherever possible as appropriate. Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is deemed that an intensive level of 1:1 support is required and that it would be best for the child or the class as a whole, a parent or carer may be asked to accompany their child during the activity.

Extra-curricular clubs are held during lunchtimes or after school and include:

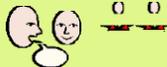
- Football
- Cricket
- Multi-skills or gymnastics
- Singing
- Craft
- Science
- The ARC
- Lego

Extra-curricular clubs and activities change regularly depending on the time of year and availability. All children receive letters inviting them to join clubs that are available to them as and when they arise.

**14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?**



**How do we know that the help we are giving you is working?**



**How can you and your family tell us what you think?**

Reading, Writing, and Maths targets are set at the beginning of the year and broken down into small measurable targets for those who need it. Some children may have other small step targets related to behaviour. For SEND children these are readily accessible to the children and referred to on a daily basis. Interventions are organized to support the children in achieving these. They are incorporated into Individual Support Plans and termly meetings are held with the family and child. The SENDCo closely monitors this, ensuring Support Plans are regularly reviewed and consulting with children to ensure they are aware of their targets and how they will achieve them.

SLT, SENDCo & Class Teachers monitor the progress of all pupils receiving Interventions regularly. Adjustments to the interventions offered are made when required to ensure the best progress possible.

Some pupils on the SEND register, who have received advice from an outside agency, have a plan, which is reviewed half termly and discussed with the Class Teacher, SENDCo, parents/carers and child.

Parents/Carers are made aware of the content of the Plan and asked for their contribution to it. The provision is reviewed and new targets set, based on the progress and attainment of the child. Half termly data is collected for the school target tracker so that school and parents can track pupil progress and review the effectiveness of the plan. When pupils are achieving in line with their peers, additional support may no longer be needed.

For pupils with an EHC plan, long term aims and specific objectives are reviewed each year at the Annual Review.

The SEND Governor meets with the SENDCo to monitor the provision within the school and reports to the full governing body

## 15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



**How do we make sure that we are being the best that we can be?**



**How can you and your family tell us what you think?**

The SENDCo monitors the impact of interventions regularly. Both parents and children are asked to reflect on targets on the Individual Support Plans. The SENDCo talks to children as part of the on-going monitoring of provision to find out about what is working well and what needs to be changed or improved.

### What our parents say:

"... has made fantastic progress. We can't thank the staff enough for helping him.

"I am very grateful for all the effort, time & care my daughter receives at school".

"The SENDCo always makes herself available if we need to talk."

"I have really noticed a big difference in my son's learning and confidence"

"My daughter talks lots about the ARC and seems to really enjoy it"

"I feel the school do everything they can".

Pupil's views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:

- Self assess
- Take part in Pupil Conferencing
- Attend review meetings (where appropriate)
- Suggest how school can better provide for their needs
- Be part of the School Council, Play Leaders or other pupil led groups

### What our children say:

"Our teaching assistant checks helps me when I am having problems"

"I think all the support I get really helps me to get better at my learning".

"Lego Therapy has helped me be more confident".

"I know what I need to do by looking at my targets and thinking about them."

"I love going to the ARC. It is great fun".

" You can go to the ARC if you have a problem and you can get help"

"Using a laptop stops me worrying about my writing and makes me quicker"

The half termly meetings to review Individual Support Plans provide children, parents/carers and class teachers the opportunity to discuss the effectiveness of the provision. Annual Review meetings for those children with EHC plans also provide opportunities for external professionals to participate and advise on provision within the school. Feedback from these meetings is reviewed by the SENDCo, who liaises with the SEND Support Advisor on a termly basis to discuss effective provision.

The school's 'open door' policy also gives parents/carers the chance to provide feedback to the school about the effectiveness of the provision.

## 16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



### How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

The SENDCo regularly attends training courses and local forums to update knowledge and understanding of new initiatives and is involved in advising and supporting staff. Training is also coordinated for staff by the SENDCo, Local Authority or other agencies when a need is identified.

The teachers, support staff and meal-time assistants at St Margaret Clitherow Catholic Primary School have a wide range of experience, training and qualifications to support children with a variety of needs. We have developed and continue to develop a range of expertise, experience and links to other agencies to ensure we meet the learning needs of all pupils.

Current staff expertise includes:

- Whole school safeguarding training to help identify and support children in need (who may or may not have an identified special educational need or disability)
- Whole school First Aid training to support those with medical conditions, including the use of Epi-pens
- Expertise and training to deliver a range of interventions
- Qualified Thrive practitioners
- How to support pupils with Speech and Language difficulties.
- How to support pupils with Physical and Co-ordination needs
- Experience in working with children with visual impairments
- Experience of working with children who have been diagnosed with Autistic Spectrum Disorders, including Aspergers
- How to support pupils with Social and Emotional needs including the accreditation of a THRIVE practitioner and an awareness of the importance of Attachment Issues.
- How to support children with General and Specific needs including Dyslexia
- How to use different resources including computer technology to deliver specific SEND activities.

Staff skills are reviewed and the need for further training identified and agreed during annual appraisal meetings. The SENDCo and Headteacher may also identify specific training needs to support a particular pupil. INSET & training is arranged by both internal and external staff in response to the need.

## 17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



### How do we make sure that your parents know how we can help them?

Where there are concerns about a child who is not making sufficient progress, despite interventions and support, the class teacher will consult with the SENDCo and the parents/carers to discuss ways to support the child. Whenever a child is placed on the SEND register, this is done in consultation with the class teacher, SENDCo and parents/carers.

All pupils on the SEND register have an Individual Support Plan which is reviewed half termly with parents/carers, class teacher and, wherever possible, the child. The effectiveness of provision is discussed and new targets agreed, based on the progress, attainment and interests of the child. Through half termly review meetings, we aim to work together with parents/carers to offer effective provision, encouraging the children to give of their best and reach their full potential.

## 18. How can parents, children and young people make a complaint about our provision?



### What can you do if you are not happy about something that has happened here?

At St Margaret Clitherow Catholic Primary School, we strongly believe in working in partnership with parents/carers. Our 'open door' policy encourages parents/carers to first voice their concerns with the class teacher so that any issues can be resolved within the class setting. Advice and support can also be sought from the SENDCo, by making an appointment after school.

If the issues are still unresolved, an appointment can be made to discuss concerns with the Headteacher. Appointments can be made through the school office on 01803 851647. Further information about procedures for making a formal complaint can also be requested at the school office. In the event of a dispute the Head, School Governors and LA will work closely with you to resolve the matter

Parents/carers are also encouraged to seek advice from the SENDIASS Torbay [www.sendiasstorbay.org.uk](http://www.sendiasstorbay.org.uk)

## 19. How can parents, children and young people get more information about the setting?



### How can you find out more about us?

If your child has a diagnosed Special Educational Need and/or Disability and you would like more information about what we offer at St Margaret Clitherow Catholic Primary School, you could visit the school website at [www.margaret-clitherow-primary.torbay.sch.uk](http://www.margaret-clitherow-primary.torbay.sch.uk).

Alternatively, you are welcome to arrange a visit to our school, please contact us by telephone on 01803 851647 or email us at [senco@smcprimary.org](mailto:senco@smcprimary.org) or [admin@smcprimary.org](mailto:admin@smcprimary.org).

Assistant Headteacher & SENDCo – Mrs Lorraine Dudman

*Reviewed and updated Autumn 2019 by Lorraine Dudman ( Assistant Head & SENDCo)*

## 20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



### How do we work with everyone else to help you?

The school works closely with a range of other bodies including:

- Educational Psychologists
- Speech and Language Therapists
- School Nurse
- Child and Adolescent Mental Health (CAMHS) Team
- Social Workers
- Torbay Virtual School Team
- Early Help Support Team
- Occupational Therapists
- Physiotherapists
- Mayfield Outreach Service

Advice is sought from the necessary agency and this is then incorporated into the child's ISP and regularly reviewed as part of the assessment and review process outlined above. As the school has built good relationships with several of these local professionals, additional advice and support can also be accessed via phone and/or email.

For children who have an EHCP, agencies that are involved in supporting the child are also invited to attend or submit a report to input into the annual review process and this is then used to inform plans for future provision for the child.

Early help for families can be identified with support from school and referrals and self-referral systems can be accessed. Wider services can be sign-posted through the Torbay Family Information Support

[www.fis.torbay.gov.uk](http://www.fis.torbay.gov.uk).

## 21. Arrangements for supporting children who are looked after by the local authority and have SEN



### How do we help children who are looked after by Torbay Council?

Every child who is looked after by the authority including, in some cases, those who are looked after by authorities from other parts of the country but who attend this school, have a PEP (Personal Education Plan) in place.

The PEP is a detailed document that is reviewed termly with input from the child, carer, social worker and class teacher. The school has a nominated Designated Teacher to oversee this process and to be in regular contact with the Virtual School, which offers additional support and advice to ensure these children are given the support they need and who monitor the whole process.

Through regular reviews of their needs, the school is able to bid for additional funds (Pupil Premium Plus) to help them and the carers to provide the support identified in the PEP.