



ST. SCHOLASTICA'S CATHOLIC PRIMARY SCHOOL

School Offer

Our school is a Catholic community committed to providing a safe, inclusive environment where everyone is significant and respected for their differences and achievements. We inspire each other to learn, grow, enjoy and be happy. Nurturing everyone through the love of Jesus Christ, we create a strong self-belief, so that all are prepared to meet the demands of a changing world and make positive contributions.

From September 2014 schools and Local Authorities have been asked to provide a 'local offer' detailing what they can provide for children and young people with special educational needs and/or disabilities (SEND). We have set up this school offer in a way that we hope outlines the provisions we make for children with SEND.

Provision

Staff Training – All staff are continually monitored for training needs and sent on relevant training courses. All new and existing staff receive annual training on how to deal with specific medical conditions that children may have in our school. We also train staff for supporting children with Speech, Language and Communication difficulties (SLC). Autistic Spectrum disorder (ASD), Moderate and Specific learning difficulties and any other training that is necessary to support the children they are working with. All staff are subject to continuous monitoring through observations planning and book scrutiny, and performance management. This ensures continued quality first teaching across a broad and balanced curriculum and that each and every child's needs are being met.

Facilities - Our school is spread over one floor. We do not have any staircases. The school can be accessed by wheelchair through the main entrance, There are disabled toilets in both Key Stage 1 (KS1) and Key stage 2 (KS2). In the event of an emergency, the nursery, year 5 and 6 and the dinner hall all have wheelchair friendly exits. In year 1, 2, 3 and 4 there is one step down at the emergency exit. A ramp can be used at these points if necessary. All classrooms are wheelchair accessible through the internal doors.

Social, Emotional and Mental Health

- Catholic ethos of the school
- The school's Positive Behaviour policy using Stay on Green is applied consistently and fairly
- If a child's behaviour is a cause for concern the SMT will become involved and may meet with parents to discuss the situation and set targets.
- Home school communication
- Spiritual, moral, cultural and social (SMCS) education is taught throughout the curriculum.
- Circle time
- Reward systems which encourage positive behaviours; green frogs awarded to earn golden time, weekly merit assemblies and gold certificate awards, termly celebration assemblies with certificates to value and celebrate achievement.
- Badu Sports programme with a high emphasis on promoting pride in ourselves and each other and striving to do our best.
- ASPACE – Therapists work to support children and families who may be experiencing emotional difficulties. They work through play therapy, art therapy and counselling.
- Family therapy
- Educational Psychology services with CAMHS support

Speech, language and Communication Needs

- Early identification of language needs by Class teacher
- Launchpad for Language is used in Nursery and Reception class to support language development and understanding of concepts. It also identifies children who may need to be referred to the Speech and Language Therapist (SALT)
- Differentiated curriculum and in class support by TAs
- Referral to SALT
- We buy in additional time from the Speech and Language services which means that one day a week we have our SLT onsite to support students
- We implement all strategies recommended by professionals and monitor progress regularly
- Speech and language groups and/or social skills groups are run in every class by a trained TA who works alongside the SALT in delivering groups aimed at meeting those specific children's needs
- Our SALT runs a number of training programmes for staff including: Makaton, Communicate in Print, Identifying speech and language difficulties and general strategies on how to support students in class.

- Lego therapy – develops social skills and speaking and listening skills by learning to work cooperatively in groups of 3 to build things with Lego.
- The SALT also runs coffee mornings for parents on general strategies to support children’s language development at home and to give parents an opportunity to discuss their child.
- Parents can also request an appointment with the SALT by contacting Mrs Sanderson.
- Use of visuals such as visual timetables and pictures,
- Makaton – Communication system using pictures, signs and symbols
- PECS – Picture Exchange Communication System is used. to develop language and support a child’s communication, particularly for non-verbal students or those with a limited vocabulary

Physical disabilities and/or Sensory Impairment

- Children’s occupation therapist/Physiotherapist visit school as and when requested.
- Therapists may assess the child in the school settings and make recommendations
- Therapists demonstrate and model the correct procedures required to ensure the maximum benefit is achieved. For example, the correct position for stretching the arm to improve the range of movement.
- Recommendations are implemented
- Children with hearing or visual impairment will have termly visits from specialist teachers who will assess and make recommendations on strategies or equipment that will help the child to access the curriculum and participate in the full life of the school.
- Any recommended special equipment is purchased

Access to Medical Interventions

- With parental permission all children in Reception and year 6 are seen by the school nurse for height, weight and hearing and sight checks.
- Parents are informed if there is a need for follow up.
- We are linked to the School Nurse Service with Homerton Hospital.
- The school nurse is available once every 3 weeks in school (Usually Thursday),
- Parents can contact the school and request to meet the school nurse if they have medical concerns that they wish to discuss.
- If school have a medical concern about a child the SENDCO will discuss this with the parent.
- If necessary, the SENDCO will request parental consent and complete a referral to the school nurse who will then contact the parent.
- If a child in reception class, key stage 1 or key stage 2 has a medical condition that has specific care requirements then a Health Care Plan will be drawn up with the parents, school nurse service and the school SENDCO and reviewed annually
- If a child in nursery has a medical condition that has specific care requirements then a Health Care Plan will be drawn up with the parents, the school’s link health visitor and the school SENDCO.
- Medical examinations/meetings can also be arranged with the school Doctor
- Medication – will be administered in line with our medical needs policy.
- Access to OT and PT
- Healthy Heroes
- Dentist services also come into school for dental checks. Again parents will be informed of any necessary follow ups.
- As part of the NHS flu vaccination programme Homerton hospital also visit school and offer flu vaccination for children in Reception and year 1.

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

- One to One supervision in the dinner hall if necessary
- One to one supervision in the school playground at playtime if necessary
- One to one supervision for toileting if necessary
- Playground buddies
- Reading buddies

Learning Difficulties

In all curriculum areas children receive quality first teaching with a high level of clear differentiation to ensure the needs of each individual pupil are met. All classes have a teaching assistant to support individuals or small groups. Children with a statement of educational need or an education health care plan, who are allocated hours, receive 1:1 support. Children are supported in applying all of the skills they learn across all curriculum areas. Termly assessments are used to monitor progress. In addition to this children receive additional support through the use of a variety of strategies and interventions:

- Homework club
- Booster classes/Easter School
- Curriculum evenings

- Specialist teacher provision
- Support, advice and assessment from the Educational Psychologist (EP)
- Specialist music teacher
- Spanish teacher
- Special equipment
- Sports Coach
- School Trips
- Visitors to school

In Literacy

- Hackney Loves Reading project.
- Year 5 and 6 streamed for writing lessons – smaller groups more targeted support.
- Children are given reading books and a reading record to complete at home
- Weekly visit to school library
- Bug Club – online reading programme accessible in school and at home
- Reciprocal /reading programme
- Colourful Semantics
- Toe by Toe reading programme
- Read Write Inc. Phonics – daily teaching in whole class /One to One /small group sessions
- Read Write Inc. Fresh Start – 1:1 or small group reading intervention for year 5 and 6 children.
- 1:1 or group intervention for reading and writing
- Demonstration lessons for parents- for Read, Write Inc. and Phonics screening
- Easter school

In Numeracy

- Primary Advantage maths programme which uses concrete materials, pictorial representations and written methods to support, develop and promote understanding
- Year 5 and 6 streamed for maths lessons- smaller groups more targeted support
- Intervention groups – What Can We Do with Number
- Numicon
- Athletics
- MMS programme
- Easter school

Access to a supportive environment – IT facilities/equipment/resources

- The school provides a language rich environment to promote and stimulate learning for all pupils.
- Each class has a well-stocked class library with a wide selection of books for all reading ages, level or ability.
- School library
- We have a well-equipped ICT suite with 30 PCs and 6 Apple Mac computers.
- Each class has access to a set of 30 iPads which can be used to support teaching and learning in the classroom. Additional set of laptop notebooks are also available. Children have supervised access to the internet to develop their use of ICT.
- Skype – classes link with other schools from other locations to share and collaborate on projects
- Makewaves – children can showcase their work online.
- We have access to a wide range of software and Apps that can support children with special educational needs.
- TAs have time to plan and prepare for any small group or individual interventions they are carrying out.
- Additional TA support provided for those requiring SEND support and for those with a Statement of Education need or an Education Health Care Plan.
- Teachers plan and prepare a differentiated curriculum to meet the needs of their pupils to ensure all children reach their full potential.
- Learning environments are adapted to suit individual's needs e.g. individual workstation or special chair.
- Rooms for small group work
- Pod for ASPACE

Strategies/support to develop independent learning

- Success criteria in children's books for each lesson
- Visual Timetables
- First next prompts
- Now and next boards
- Targets/ next step stickers
- Marking/Green pen questions
- Peer/ self-assessment

Planning and Assessment

- All teachers include group differentiation in their planning across all subject areas.
- Where necessary individual differentiation is included to meet a child's specific needs.
- Weekly mental maths, reading & spelling assessments
- Half termly assessments
- Individual assessments in relation to a child's targets
- Formal assessment by professionals – SALT, EP
- Planning and children's books scrutiny by senior management team (SMT)
- SMT observe lessons to monitor teaching and learning
- Targets set with all pupils and shared with parents
- KS 1 & 2 SATS, Yr. 1 phonics
- EYFS initial assessment
- Launchpad for Language screening in nursery and reception
- Benchmarking

Communication with Professionals/Parents, attendance at meetings and preparation of reports

- In all instances the first step is for the class teacher to meet with parents to discuss any concerns around the needs of their child.
- Children will be given support in school, targets will be set and reviewed each term.
- If the child is still having difficulties we may suggest a referral to an outside professional such as SALT or EP.
- Parental consent is requested before other outside agency professionals become involved in their child's education
- Once parental consent is given a referral will be made to the appropriate professional.
- Parents are then contacted by the relevant person and meetings and assessments are arranged.
- Parents will be kept informed about assessments and results throughout the process.
- Parents receive a copy of any reports that are written about their child
- If a child has significant difficulties that require additional support, parents have the right to ask for an Educational Health Care Needs Assessment. The school will help and support the through the application process.
- We regularly arrange meetings with parents to discuss academic progress and any other factors that may affect their child's progress
- Parents evening are held in autumn and spring term.
- Mr Healey, our parent liaison officer works alongside staff and parents to forge good working relationships between school and parents
- A written report is issued to parents at the end of the summer term to inform them on their child's progress. If parents would like to meet the class teacher to discuss the report they are encouraged to do so.
- Parents receive information through the school Website, Parent text and Newsletters
- Transition meetings with parents for Reception and Yr. 5 & 6
- Induction meetings with new parents
- Termly reviews of support plans for children with SEND
- Annual review for children with Statements or Education Health Care Plans (EHCP)

Agreed By Governors: October 2016

Presented to staff: October 2016

Signed by Chair of Governors _____ Date _____

Signed by Head teacher _____ Date _____

Review date: October 2017