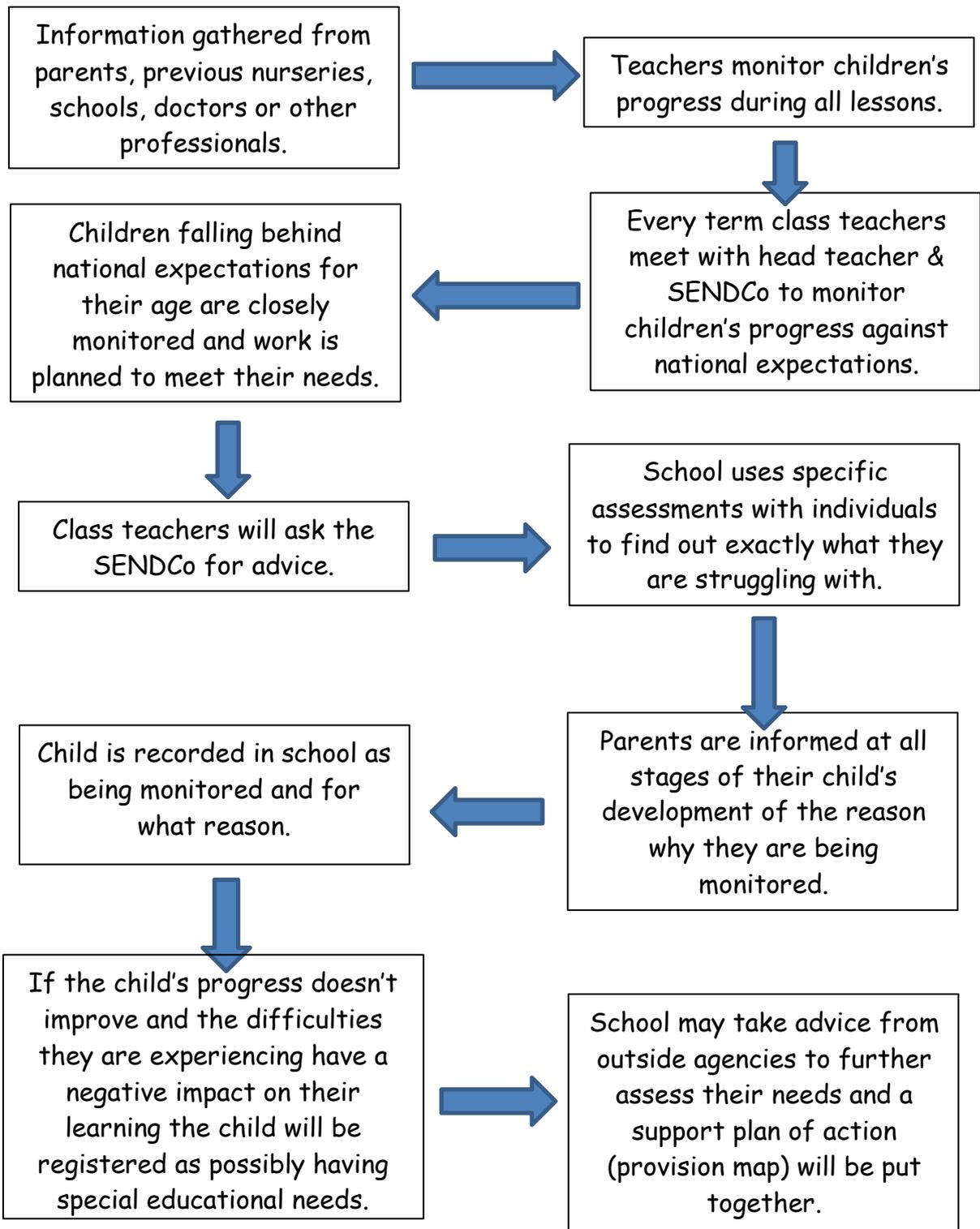


Our Lady & St Edward Catholic Primary & Nursery Voluntary Academy

Provision for Children with Special Educational Needs & Disabilities in Conjunction with Nottingham City's Local Offer

How does the school know if children/young people need help?



What should I do if I think my child has special educational needs?

Make an appointment to see your child's class teacher to talk about their progress in all areas or the areas you are worried about.



You can also ask to talk to the SENDCo about your concerns or any suggestions given to you by outside professionals to help your child for example pediatricians, speech and language therapists etc.

If you have concerns about child's health or any other medical need talk to your doctor.



You can ask your doctor to refer your child for further assessment if you are still concerned for example to see a pediatrician, for speech and language therapy, for a hearing assessment etc.

How will the school know how well my child is doing?

Your child's class teacher will monitor how well they understand what is being taught within each lesson by listening to their responses, talking to them within lessons, watching to see how they respond and by marking their work.

Your child's progress will be assessed against the national expectations for children of the same age in all curriculum areas; this will be done as an on-going process and formally every half term.

The class teacher will alter their teaching and the work provided to match your child's needs and continue to monitor their progress and possibly take advice from the SENDCo if they do not make expected progress.

Staff will also monitor how well your child mixes with other children, speaks and listens within school and is able to express their emotions.

How will the school know that what they are providing is helping my child make progress?

The head teacher, deputy head teacher and other senior leaders carry out lesson observations in all classes every half term to ensure that the teaching is at least good. They make recommendations to staff on how to provide for individual needs within their class.

For children who are on the SEN list class teachers will plan interventions that may require the child to be taken out of class individually or in a small group for extra support. The impact of the interventions on your child's progress will be monitored by the class teacher & SENDCo.

The head teacher, deputy head teacher and other senior leaders carry out regular scrutiny of children's books to look at progress, presentation, age appropriate teaching, coverage of the curriculum and differentiation (matching the work provided to the different needs of all the pupils). They will make recommendations to teachers on any areas for development.

Pupil progress meetings are held termly with the class teacher, head teacher and SENDCo to review the progress of all pupils.

Reviews are held every term for the pupils on the SEND list with the class teacher, teaching assistant, SENDCo and the parents/carers. The views of the child are gathered before the review to be shared at the meeting. The child's progress is discussed and a plan is put together to ensure further progress.

How will the school staff support my child and how will the curriculum be matched to their needs?

How is the decision made about the type and level of support provided to my child?

Teachers provide a differentiated curriculum to ensure the learning and teaching styles used match the needs and levels of ability of all pupils within the class.

To support all learning needs the school follows the Nottingham City provision maps to ensure a consistent approach to teaching and learning in all classes. These can be seen by following the link below:
http://search3.openobjects.com/kb5/nottingham/fsd/advice.page?id=KyDlx6el_5o&familychannel=803

If a child needs further support and is placed on the SEND list parents/carers will be informed and an individual provision map will be completed by the class teacher and teaching assistant detailing the child's area of need, targets set for the child and what, how, when and by whom support will be given. This will be reviewed every term by the SENDCo, teacher and teaching assistant to assess the effectiveness of the plan.

If a child needs further specialised support the SENDCo will take advice from outside professionals who specialise in supporting children with varying needs.

In some very specific cases a child may need a high level of support and a totally personalised curriculum. In these situations the school, in negotiation with outside professionals and parents may apply for additional High Level Needs funding or specialised equipment to meet the needs of the child.

In cases where there a large number of professionals involved with a child a Common Assessment Framework (CAF) may be organised to facilitate all the professionals meeting regularly (every 6-8 weeks) to plan for the help needed from each agency and to discuss and ensure the child's continuing progress.

In a very few cases, parents/carers may be advised to apply for an Education and Health Care Plan to support very complex and significant needs. The school would support the parents/carers in this. More information can be found at the following link:
www.nottinghamcity.gov.uk/article/22025/Special-Educational-Needs-SEN-Service

How will the school support me to support my child's learning?

Before entry to Foundation Stage, Nursery staff carry out home visits to meet the children & parents/carers in their own homes to discuss the child's needs & to complete data collection paperwork.

Before entry to Reception and main school a welcome meeting is held for parents/carers to inform them about school policy & procedures

A school prospectus and parents handbook is available from the school office.

All parents/carers are invited to parents/carers evenings every term to discuss their child's progress.

For children on the SEND list, review meetings take place at least every term with parents, teachers and other professionals involved with the child to discuss how everyone can support the child's needs including advice for parents/carers.

In addition to the formal meetings staff are happy to meet with parents/carers on an individual basis to give advice; we ask that you make an appointment to see your child's teacher.

At all meetings advice is given on how you can support your child's learning.

Every term a topic web is sent home to inform you about your child's intended learning for the term.

Weekly newsletters are sent on the school website to keep you up to date with planned events, activities, after school clubs and trips.

More information can be found on the school website which is regularly updated.

In specific cases the SENDCo will sign post parents/carers to specific services e.g. parent partnership for advice and support:

Telephone: 0115 948 2888

Email: independentsupports@futuresadvice.co.uk

Website: www.ppsnotts.org.uk

Write: Suite 5, Clarendon Chambers, 32 Clarendon Street, Nottingham NG1 5LN

What extra-curricular activities are available for my child?

How will they be included in activities outside the classroom, including school trips?

All extra-curricular clubs are provided by Koala Klubs who work closely with school staff to meet the needs and interests of the pupils. All pupils can access the clubs and will be supported by Koala Klub staff. Clubs, times and prices are detailed below:

EXTENDED SCHOOLS ACTIVITIES

A range of after school activities take place after school each day until 4.30pm. The specific clubs and cost are advertised on our school website. Please be advised that clubs are provided as enrichment opportunities and cannot be used as child care as they may, on occasion, have to be cancelled for unforeseen reasons. Clubs provision and content are reviewed every half term and provided on a supply and demand basis. Places must be booked in clubs through the school office.

School offers a breakfast club every week day morning from 8am - 8.45am at a cost of £1 per day. This is available to all children and a breakfast of toast, cereals and juice is available. Staff will meet special dietary needs.

After school clubs and breakfast club is provided free of charge to children in receipt of free school meals.

A number of residential experiences are offered across the school year for all key stage 2 classes and are inclusive of all pupils.

When planning school trips staff take into consideration the needs of all pupils and only use venues that are accessible for all. In addition to this we work closely with parents/carers to provide transport facilities to get to the venue. We work closely with venue providers to fully inform them about all pupils needs.

What support will be available for my child's overall well-being?

What specialist services and expertise are available in school/accessed by school?

As a Catholic school our ethos is rooted in the Gospel values, we respect, include and value every unique individual. Each person is created in the image and likeness of God with a range of individual talents and gifts. We celebrate our differences and welcome the contribution made by all.

Our Parish priests are regular visitors in school; they lead masses, celebrations and provide pupils in key stage 2 with the opportunity to access reconciliation every term.

Our Personal, Social, Spiritual, Emotional, Cultural, Health and Moral curriculum follows the diocesan Statements to Live By in guiding our pupils and informing our teaching and learning.

We have a trained Emotional Literacy Support Assistant who works in school three days a week to whom we refer children in need through consultation with parents/carers.

We have an Education Welfare Officer who works across all schools in the South Nottingham Multi Academy Trust supporting attendance.

Our Relationships, Sex Education curriculum is based on that suggested by the Diocese of Nottingham .

We currently hold the Healthy Schools Award.
We currently hold the International Schools Award.

Our school council is made up of representatives from each class from years 1-6 who were voted in by their classmates to represent the views of their classmates. All pupils are supported and encouraged in putting themselves forward for this responsibility.

Our chaplaincy team of year 5/6 pupils work closely with staff and the South Nottingham Multi Academy Trust Chaplains to support pupil's spiritual development.
All pupils are encouraged in putting themselves forward for this responsibility. They are supported in explaining their qualities which would make them suitable for the role.

We have a rota of playground buddies from year 6 to help pupils on the playground. All children are eligible for this role but must apply at the start of the academic year and undergo training with the team from the previous year and the teaching assistant responsible for the team.

We work closely with outside agencies to draw upon their advice and support e.g. school nursing team, behaviour support team, educational psychologist, inclusive education service, visual & hearing support team, Autism team, Children & Adolescent Mental Health Service (CAMHS), paediatricians, speech and language therapy service, physiotherapists, occupational therapists, social services, sensory team and children and family centres.

School staff will oversee a child administering their own medication if prescribed by their GP and parents/carers complete and sign a medication form including details of dosage, frequency of administration etc.

Care plans are created in conjunction with parents/carers, school nurse, staff and outside agencies for pupils requiring very specific medical support.

The safeguarding policy is available from the school office. All staff have accessed safe guarding training. Should you have any concerns regarding pupils' safe guarding contact the head teacher or deputy head teacher are the designated safeguarding people for school.

The school behaviour policy is available from the school office and is applied to all children. It is based on a system of rewards and sanctions. The aim is to reward positive behaviour and to support pupils exhibiting negative behaviour through positive role models.

For children needing further specialist support to maintain positive behaviour school seeks the advice and guidance on strategies from the local authority behaviour support team.

Parental support is essential in supporting school policy which enables pupils to avoid exclusion.

At unstructured times of the day e.g. break times and lunchtimes children are supported. At lunchtime, in the dinner hall and on the playground, by mid-day supervisors, play leaders and teaching assistants. At break times by teachers and teaching assistants. At peak times there will be at least 2 adults on the yard.

Through discussion with the SENDCo and class teacher, children experiencing behaviour or social difficulties on the playground may access a lunchtime social skills session. Parents/carers will be informed.

What training have the staff working with pupils with SEND received?

What training is planned?

All staff have accessed safeguarding training.

We have qualified first aiders in each key stage.

A number of staff have accessed moving and handling training for pupils.

All 9 class teachers are fully qualified and we have a number of level one and two teaching assistants. All staff access regular training through INSET, staff meetings as well as through outside events.

The current SENDCo is currently undertaking the National Qualification for SEND Coordination.

The head teacher, holds the NPQH and has undergone Designated Safeguarding Training (DSL training), regular DSL updates as well as being qualified to train others. She has previously carried out the role of SENDCo.

A number of teaching assistants have accessed EAL support training in 2016-17.

The Link Governor for SEND is also an assistant head teacher in the school and a member of the senior leadership team.

Teaching Assistants have been trained in the use of Precision Teaching in 2017

Several teaching assistants have had training in the delivery of specific assessments and the use of Talk Boost.

All staff access in house training through staff meetings and INSET days including most recently in 2017 understanding the SEND Code of Practice, provision map planning, supporting children with autism tier 1 & 2 training, supporting dyslexic learners, supporting children with attachment disorders.

How will the school support the transition of my child on admission to the school, moving on to the next class and in preparation for their next school?

Prior to entry to Nursery the staff will make home visits to meet you and your child in their home environment. At this point they will discuss with you your child's needs and abilities and support you in completing data paperwork need for school.



Classes are paired within key stages and staff work closely together during Planning, Preparation and Assessment time on a weekly basis to assess, plan for, provide for and review children's needs. In this way all staff across the classes become familiar with all children's needs.



At the end of the academic year transition pupil progress meetings are held with the Head Teacher, SENDCo and staff from classes. Within these meetings the needs, abilities and support strategies for all pupils are discussed to ensure smooth transition.



Wherever possible, transition sessions are planned between classes for pupils to spend a session with their new teacher before the end of the school year.



Transition meetings are held between the transition staff from secondary schools and Our Lady & St Edward's year 6 teacher, SENDCo, Head Teacher to discuss individual pupils before the end of the summer term between years 6 and 7.



For pupils with complex or significant SEND the SENDCo from the receiving secondary school will be invited to reviews and Team Around the Child meetings once the child has been offered a place.



All pupils visit their secondary school for a least a day prior to transition. In certain cases the number of transition sessions may be increased or supported by school staff or specialists to ensure as secure as possible transition between schools.

How accessible is the school indoors and out?

The school has a range of specialist SEND facilities in place. These are:

Toilets and changing facilities suitable for disabled pupils, staff and visitors.

The building is wheelchair accessible; the upper KS 1 classes are accessible via an outdoor ramp.

Wide corridors making movement around the building easier for students with SEND.

A full Access Audit and Accessibility Plan was carried out on Friday 7th November 2014.

High Cost Equipment is accessed through the Local Authority to meet the needs of specific pupils.

Who should I contact if I have any questions or concerns?

For general information about the school you can contact us by:

telephone on: 0115 9155800

email: admin@olseacademy.org.uk

access the school website at: <http://www.olseacademy.org.uk>

For specific information regarding SEND support within school you can contact the SENDCo, Miss Rachael Endy, directly

by: Telephone on: 0115 9155800

Email: admin@olseacademy.org.uk