

ST GILDAS' CATHOLIC JUNIOR SCHOOL – SEN INFORMATION

HOW WE SUPPORT OUR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES



Our vision and how we hope to achieve it:

Our aim at St. Gildas' School is to provide an excellent education founded on Christian principles, recognising the needs of each individual and valuing the contributions of our whole community.

Our commitment is, therefore, to:

- 1) Promote the development and practice of Catholic Christian values throughout the general life of the school;
- 2) Provide an excellent education in which all children will have the opportunity to reach their full potential; spiritually, intellectually, emotionally and physically;
- 3) Provide a sensitive and caring approach within a secure healthy environment in which all children will, through an enriched curriculum, be inspired to develop a wide range of talents and skills;
- 4) Develop in our children, in partnership with parents and the school community, a commitment to truth, justice and equality and an appreciation of other cultures and faith traditions;
- 5) Foster positive relationships, self esteem, acknowledgement of the gifts and needs of each individual, and the unique contribution each person can make to the community.

The beliefs and values the Mission Statement communicates should inspire and draw together every aspect of the life of our school.

Type of school we are:

St Gildas' is a Catholic Junior school for children aged 7-11 years, we are voluntary aided. Children start at our school, in the academic year that they turn 7 years old, in our year three classes.

We have two classes per year group with 30 children in each class.

Our Ofsted rating:

The school was judged to be outstanding in June 2009 when the last inspection took place.

How we know if a child has special educational needs:

The majority of our children come from our neighbouring infant school, St Peter-in-Chains. There are a number of transition meetings held with the infant school staff in the summer term before the children join us in September. Our **Special Educational Needs Coordinator (SENCO)** also visits the school and liaises with staff to ensure that we are aware of any needs that the children may have before they transfer to us.

In a small number of cases, children arrive from other schools. We make every effort to contact the schools that the children have left in order to ensure relevant information is shared and any special needs are discussed. If necessary, appointments would also be made with parents.

Once new children have arrived, teachers observe and assess, these observations and assessments may result in specific needs of the children being discussed in depth with both families and our SENCO. If a child has special educational needs, it is important that they get the help they need as soon as possible. If necessary, external agencies may be consulted.

Our regular assessment and monitoring cycle continues throughout every child's time at St Gildas' and will help to identify any specific needs that may develop at a later date.

We work hard to maintain a good home/school relationship and parents are welcome to speak to us at anytime if they have concerns. Parents can raise their concerns with their child's class teacher, our SENCO or a member of the senior leadership team.

What we do to help children with special educational needs:

St Gildas' has developed a wide range of ways to support children with different special educational needs or disabilities. This is how we plan support:

- 1) Teachers and our special educational needs coordinator (SENCO) work together to identify what the particular problem is. Then, if they are willing, we meet with parents to discuss their child's needs.
- 2) We agree a programme of support that is particularly targeted on the area of difficulty. A Personal Profile describes the strengths of the child as well as the difficulty, what we will do to support that child and what we hope to achieve.
- 3) We set a time-frame and review how things are going.

Everything is written down in the Personal Profile for a child with special educational needs. Children who have a statement of special educational needs may also have a designated teaching assistant who is allocated to work with the child on particular skills.

The progress of the child is reviewed with the parent/carer and the child themselves, if they are old enough.

Our Provision Map evaluates our additional interventions.

How we adapt our teaching for children with special educational needs:

Children with special educational needs are taught alongside other children but lessons are designed so that all of the children within the class learn and make progress. We do this by planning what is called 'differentiated' lessons, where teachers plan specific activities for children with special educational needs. Support staff are also involved in the planning process. We recognise that children learn in different ways and we adapt and enhance the curriculum accordingly.

Sometimes children will be taken out of class to work individually or in a small group to work in a quieter place on a specific target. This will often be under the direction of outside agencies such as speech and language therapists or educational psychologists.

At other times, teachers plan for mixed ability groups so all of the children within a group work together to achieve their individual goals. Children are set regular targets which are based on their individual learning and needs.

Some children may need additional time to complete learning activities which is planned by the class teacher. Adults at school are able to scribe for children if they are unable to manipulate a writing tool, however we work towards all children being independent and in cases where children are unable to do this we look to use additional technologies.

For some children, we know that they can find it hard to maintain their attention for long periods of time so we break the lesson up for them into manageable chunks and incorporate regular breaks.

How we decide what resources we can give to a child with special educational needs:

Part of the schools budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost effectively as possible and make sure that we can give help to all the children who need it.

Decisions about which support programme is best for a child are made at Pupil Progress Review meetings by the Senior Management Team, SENCO and class teachers.

All interventions are carefully evaluated to ensure they offer the best value for money and impact measured to ensure that they are effective for our children. We aim to promote independent and resilient learners.

Parents are invited to contribute to Personal Profiles through meetings with staff.

In exceptional circumstances, where we feel that we are not able to meet a child's needs from our own funds, we will apply to the Local Authority for additional support for a child. Parents can do this too. We are happy to discuss all of this in more detail with parents.

How we check that a child is making progress and how we keep parents informed:

We work hard to maintain good home and school links with parents. We have a monthly HT Bulletin with general news about the school. We have a parents/carers evening twice a year and we invite parents and children to fill in a questionnaire about their opinions of the school. We send all parents/carers a termly curriculum letter and every child receives a detailed report once a year.

For children with special educational needs, we have a progress review each term. Children who have a statement of special educational needs have an annual review each year. At this meeting, parents and professionals discuss the original statement and evaluate how effective it has been in assisting the child at school to make progress. Amendments are made and then all paperwork is sent to the local authority in which the child lives.

We also run workshops for parents as required on a variety of topics.

Support we offer for children's health and general wellbeing:

Children need to be happy and be able to behave appropriately to learn well, so all of our class teachers' work with children in their class on social skills, behaviour and well-being. Our Learning Mentor also supports class teachers with this.

St Gildas' has clear anti-bullying and diversity policies. If a pupil has a particular behavioural difficulty, we introduce a 'Behaviour Support Plan' where we work with the parents to identify the cause of the problem and support the child to avoid the pupil disrupting his/her own or others' learning and prevent exclusion.

The school operates a 'Going For Green' system for behaviour; it focuses on positive praise and rewards. Misbehaviour is recorded centrally, in line with our behaviour policy. Parents are called into school to discuss concerns or incidents that are reoccurring with class teacher and/or senior managers at different stages.

If children are having difficulties at playtimes we can set up a 'circle of friends' with them to ensure they have the best possible playtimes. We also have a 'quieter' area available for pupils who prefer this. A lunchtime club is held by our learning mentor and some children are invited to attend.

Our school council has class reps from each year group. Council representatives meet with the School Council Teacher regularly to discuss issues that pupils wish to raise about any aspect of school life.

We also carry out annual questionnaires where the children are given an opportunity to express their views about the school.

Care plans are written for children who have medical needs in the school. This is implemented and monitored by our lead first aider and is overseen by the school nurse.

Please refer to our policy entitled 'Medical Needs Policy' for children with medical needs for further information.

Specialist external services we use when we think extra help is needed:

Sometimes a child will have needs that will benefit from additional help from a specialist outside of the school. Depending on the child's needs, we may draw on support from:

- Speech and Language Therapist
- Language Support Team
- Autism Team
- Educational psychologist
- Occupational therapist
- Physiotherapist
- Hearing impaired service
- Visually impaired service
- Social services
- CAMHS (Child/Adolescent Mental Health Services)
- Educational Welfare
- School nurse
- Family support workers

We always communicate with parents if we think additional support is required and before we contact other specialists.

The training our staff have had or are getting:

High quality training is core to the success of our teaching and learning. We have a highly skilled team of staff who receive regular performance management reviews. Training needs are identified regularly and acted upon.

Every year we have 5 staff training days. We have staff meeting training time every week.

All staff are trained regularly on special educational needs to make sure that every member of the teaching staff:

- Understands the different special educational needs
- Knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- Knows how to support the emotional needs of children with special educational needs
- Understands how important it is to work closely with parents/carers

All staff, not just teachers, are required to attend training.

How we include children in activities and school trips:

All pupils are included in educational visits. For some of our children, it is helpful if a member of their family accompanies them. We prepare pupils before the visit by familiarising them with the venue and the timetable for the day.

All trips are risk assessed and this will include any special arrangements that need to be made for pupils with special educational needs.

Parents and volunteers are always invited to attend trips.

Our school environment

St Gildas' was built in 1905 and the site has been built on a number of different levels, this has resulted in a very complex site with many internal and external staircases.

Currently, we are unable to accommodate wheelchair users due to the complexity of the school site. Pupils with mobility issues would also find the site difficult to navigate.

It is hoped that future building works will improve the accessibility issues that the school faces; this remains an ongoing priority for the governing body as they look forward.

We strive to adapt the learning environment, wherever possible, for pupils who are currently on roll and need specific adaptations in order to support their learning.

How we prepare for children joining our school and leaving our school:

Good transition arrangements are important for all pupils.

Children joining our school from St Peter-in-Chains Infant school visit their new classroom during the summer term before the start of the new school year; they also meet their new teacher.

Year 3 class teachers introduce the children to the school once they start to make sure that they are confident in their new surroundings. Year 6 'buddies' are also allocated to the new year 3 children to support them in and around the school.

We invite all the prospective year 3 parents/carers joining the school to meet their child's class teacher and senior management team members at a meeting held in the summer term.

Secondary school staff visit our school to meet the children with special educational needs before they start secondary school, they meet with the child's current teacher and SENCO.

Our secondary school transition groups, which are held in the summer term, help children with special educational needs prepare for secondary school.

We have links with many of our local secondary schools who invite the children to visit their schools throughout the school year, prior to their transfer to secondary school. This allows the children to experience 'secondary school life' in a relaxed manner.

We hold a secondary transfer information evening to support families in the process.

The local PCSO (Police Community Support Officer) visits to talk to the children about travelling to and from secondary school safely.

How parents are involved in school life:

At St Gildas' we believe in working with parents/carers as partners.

We are always ready and willing to speak to parents/carers about any concerns they may have about their child. The Headteacher, class teachers and other senior leaders are available by appointment but are also outside in the playground daily, before and after school, for an informal chat to discuss any issues you may have.

The governors hold regular events in order to seek parent/carer's views, e.g. Governor's Tea Party for Parents.

There is an active Parent/Teacher association and parents/carers are represented on the school's governing body.

When we write to parents, we always try to use 'jargon' free language. We employ interpreters, where needed, in a range of languages.

We send lots of information home to parents about the school. This can be in the form of a letter, text, newsletter, email or published on the school website: www.stgildas.co.uk

Who to contact for more information or to discuss a concern:

- Your child's class teacher
- The special educational needs coordinator (SENCO) Mrs E Clark
- A senior member of staff – Ms O'Donnell (Deputy Headteacher) or Mrs Hood (Headteacher)
- School Governor with responsibility for SEN (Ms Kit Greveson)

If in doubt, ask the school reception.

The school telephone number is: **0208 348 1902.**

The school email is: admin@st-gildas.haringey.sch.uk



Our offer to children with special educational needs and disabilities was prepared in September 2014. It will be reviewed in September 2015.