Open and honest communication

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Appropriate and effective teaching an learning

✓

A partnership approach

✓

Our Inclusion Offer

St Catherine's
CE PRIMARY SCHOOL

Mrs Brogan is the Inclusion Leader at our school. Her role involves working with children, staff, parents, and outside agencies to support pupils.

Mrs Barnes is our SENCO (Special Educational Needs Co-ordinator). She works alongside external agencies, teachers and support staff to help meet the needs of pupils in school.

Contact Mrs Brogan & Mrs Barnes via email: office@stcatherines.worcs.sch.uk
Phone: 01562 823614

Open and Honest Communication

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How to speak the Inclusion Leader if you have a concern

- We always encourage you to talk to your child's class teacher in the first instance.
- Speak to a member of the office team to fine out when the Inclusion Leader may be available.
- Make and appointment to see her or ask if she can telephone you.

We hold regular review meetings with parents during the day.

Open and Honest Communication

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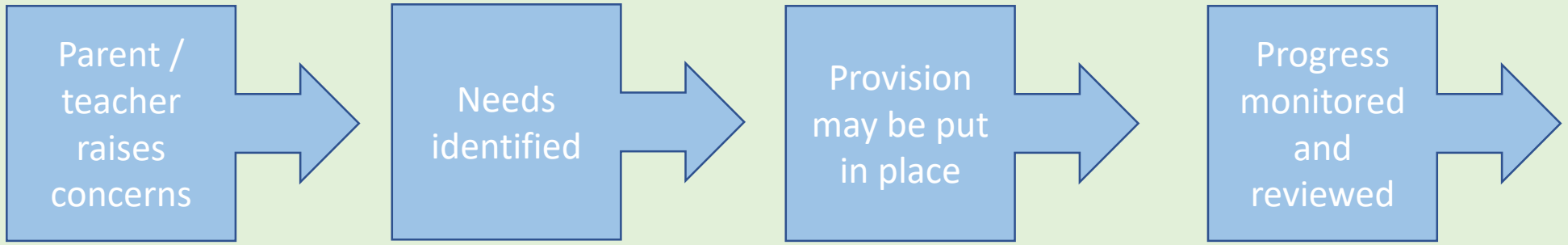
We will make all information we need to share with you clear and easy to understand.

What happens if there is a concern about your child?



To read our SEN Policy click the link in our website. The policy explains how we identify and asses children who we think might have special educational needs. If you prefer information on paper, please ask at the office for a copy. Our governing body has a governor who is responsible for special educational needs – Margret Tindall.

Open and Honest Communication

Our school endeavors to support all the SEN needs pupils, in the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs

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We work with a range of agencies to help to identify specific needs. This include:

- SENDIASS
- Educational Psychologist
- Communication and Autism Team
- Speech and Language Therapy

Open and Honest Communication

The Inclusion Leader & SENDCo will make sure that all appropriate school staff are aware of your child's additional needs.

- If your child has been identified as having additional needs relevant targets will be put in place. These will always be shared with you, your child and appropriate staff.
- You will be invited each term to discuss progress with the class teacher and you will be able to give your views. You child's views will also be listened to.
- We operate an open door policy and you can make an appointment to speak to your child's teacher or the Inclusion Leader at any point during the year.

Appropriate and Effective Teaching and Learning

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.

- **Regular staff meetings are used to ensure staff have up-to-date knowledge to teach children of all abilities.**

The SENCo is available to support and assist all staff with regard to SEND

Appropriate and Effective Teaching and Learning

Teaching and support staff assess the level children are working at and differentiate the curriculum accordingly.

- **We use a range of criteria and evidence to help us identify the level children are working at. This helps teachers to plan work for all children to make progress. The work and support will be different for different groups of children.**

The school will provide good teaching for your child and extra support where needed. We use a range of strategies to monitor the progress of children to ensure that good teaching is in place for all pupils. We do this through

- **Tracking your child's progress through termly pupil progress meetings**
- **Half termly book scrutiny for all classes and constructive feedback to teachers**
- **Classroom observations and learning walks, including monitoring the learning environment**

Appropriate and Effective Teaching and Learning

We offer support through a variety of interventions that are matched to your child's needs. For example:

- **Classroom support**
- **Small group support**
- **1:1 intervention**
- **Adapted tasks and resources**

The effectiveness of these interventions are continuously evaluated and reviewed.

Appropriate and Effective Teaching and Learning

Here are some comments made by children who have participated in our intervention.

I like how we work in different ways.

My teachers always praise me for not giving up.

I understand it now I just needed a little bit more help.

Appropriate and Effective Teaching and Learning

A range of resources and approaches are used across school to support learning for children operating at different levels.

- **All classrooms have different types of practical and visual apparatus to support learning and progress.**
- **Every classroom has a "tool box" that all children have access to and can be used to regulate themselves.**
- **We have a range of IT equipment that is used to support children recording their work in different ways across the school environment.**
- **Classroom Organisation accommodates children with physical, hearing or sight impairment.**
- **Our behavior policy helps children to understand the different emotions they feel, identify possible triggers and ways to manage this.**

When specialist resources are required these will be secured

A Partnership Approach

St Catherine's
CE PRIMARY SCHOOL

How we work with you to identify your child's needs.

- We involve you in all decisions and listen to your view
- We involve your child in the decisions about their learning
- We ask for you permission to involve other professionals to work with your child. The content of their involvement is confidential and is only shared with you and relevant staff
- We can support you in contacting organisations who can give advice and support.

A Partnership Approach

The school will involve you in all decisions and listen to your views.

Parents / carers or teachers raise a concern about the progress of a child. Discussion with parents / parents , teachers, SENCo takes place.

Assessments are carried out to find our the specific area of need(s) of the child and ways o support at home discussed.

Targets addressing the needs are shared with parents / carers and pupils. Resources and teaching approaches are identified. Possible involvement from outside agencies.

Teaching supports targets with appropriate interventions. Progress in monitored.

Outcomes are assessed and reviewed with parents/carers and pupil.