

LB HARINGEY: SCHOOLS LOCAL OFFER

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

Our vision is to inspire our children:

- ❖ to be people of faith, hope and love
- ❖ to become confident, independent learners for life
- ❖ to keep safe, be strong and make a positive contribution to society

At St. Mary's Priory Catholic Infant and Junior Schools we strive to develop a happy, caring, healthy and secure learning environment. We seek to understand, celebrate and enhance the diversity of our community. In this calling we are encouraged by Christ as our centre and Mary as our mother. All members of staff work hard to ensure that all children have the opportunity to succeed, in an inclusive environment that strive to meet the needs of all.

Type of school/college we are

St Mary's Priory Catholic Infants and Junior Schools in a federated school for 5-11 age-ranges. We also have a nursery for children aged 3-4.

There are two classes in each year group and there are 456 children on role across the infant and junior schools.

Our Ofsted rating

In our last Ofsted Inspection, St Mary's was found to be a good school with outstanding features.

How we know if a child/young person has special educational needs

- ❖ When children join our school, we do a home visit in order to assess any particular needs or concerns that parents may have. During the first half term of the school year the children are assessed by new class teacher and any concerns are discussed with parents and the Inclusion manager.
- ❖ Regular assessments and monitoring continue throughout the year and teachers and parents are encouraged to discuss any concerns regarding the children's progress. If any special needs are identified, parents, teachers and the Inclusion manager work together to ensure that the child's needs are met.

At St. Mary's we work hard to build and maintain good relationships with our parents and encourage them to always speak to us about any concerns.

What we do to help children/young people with special educational needs

St Mary's has a well-developed system that supports children with a variety of special educational needs or disabilities.

- ❖ Firstly, we identify the area of difficulty. Then we meet with parents to discuss the area and listen to their views.
- ❖ Then, if parents are willing, we devise and agree a plan to support the child's needs. The child will be set manageable targets, which parents and teachers will aid them to achieve.
- ❖ The IEP (Individual education plan) will be tailored to suit the needs of each child, carefully planned with the teacher, parents and Inclusion manager each having a role to play.
- ❖ To ensure that targets are reasonable, we will carefully monitor progress each term and meet with parents to assess if targets have been achieved and to further support any other areas of need.
- ❖ Targets will not only be made achievable, by identifying strategies and resources that will help the child in class, but also by providing intervention groups that will target the area where the support is needed.

How we adapt our teaching for children/young people with special educational needs

Children with educational needs are taught with their class and lessons are designed to cater for individual needs, ensuring that all children are given the tools and support to achieve their goals. Lessons are tailored to suit children of different abilities and also different learning styles. Every class teacher aims to meet the needs of each child. Whether they have special educational needs, are more able or have English as a second language, the children are provided with lessons that help support their learning needs.

How we decide what resources we can give to a child/young person with special educational needs

Part of the school budget is set aside for children with special educational needs and disabilities. We use this amount as cost-effectively as possible to ensure that we provide for all of the children's needs. The Governors, Head teacher and Inclusion manager decide on how we will best meet the needs of children across the school.

If we feel that we are not able to meet the needs of the children from our own funds then we will apply to the local authority for additional funding for support. We are happy to discuss this with parents.

How we check that a child/young person is making progress and how we keep parents informed

- ❖ We work very hard to build and maintain close links with parents. On general school events and information, we produce a fortnightly school newsletter which is also available on our website. Our school website is regularly updated with current events and news.
- ❖ We also have parents evening twice a year in order for teachers to discuss progress. Parents also receive a school report in the summer term, identifying progress and key areas of learning.
- ❖ For children with Special educational needs we have IEP (individual education plan) meetings every term and we try to accommodate parents, giving suitable timings to ensure that they can attend. All class teachers liaise closely with the Inclusion manager to ensure that progress is closely monitored.
- ❖ Children are also sent home weekly homework that links to topics covered in class and parents are encouraged to support with this.
- ❖ We also provide termly IMPACT sessions for parents on literacy and maths areas.
- ❖ Curriculum letters also overview the term's topics and areas of learning, which enables parents to support their child's learning.
- ❖ Early year's staff provide various types of training – letters and sound workshops, early years and foundation stage profile workshop and communication workshops.
- ❖ Parents of nursery children are also invited in for a focus activity with their child and are encouraged to contribute to their child's special book.

Also, the inclusion manager will monitor the impact of interventions groups and the progress that children are making.

Support we offer for children's/young people's health and general wellbeing

- ❖ We believe that in order to learn, children should be happy and well behaved, so staff work with children in class on social skills, behaviour and well-being. These are also key areas that are addressed in assemblies throughout the year.
- ❖ Support staff and SMSA staff are trained first aiders, with special paediatric training given to those in the infants. Any child with medical needs is given a care, which is created with the designated medical officer, school nurse and parents. The school nurse visits regularly and ensures that care plans are correct and followed. Children with specific medical needs are

identified and their needs are made aware to staff.

- ❖ We have a nurture suite called Kingfisher, which meets the needs of children in years 4 and 6, who have a variety of complex needs. It will also be used to support in the development of social skills in the infant school.
- ❖ Various social groups also take place across the school and are ran by experienced support staff and the Inclusion manager.
- ❖ We also have a school counsellor available to support children, who can be referred, with the support of parents.
- ❖ The Head teacher runs termly exclusion surgeries to discuss attendance and punctuality with parents. Throughout the school we use a variety of reward systems that promote good behaviour in class and in the playground. House points are given in the form of house tokens, achieved by positive behaviour and given by all members of staff. The house with the most points at the end of each term is rewarded with a house party in the hall. 'The best I can do' certificates are also awarded and posted in the box in the Head Teachers office. They are collected and empty every half term and the chosen children then have the opportunity to attend the local park with the Head teacher. In each class, children also have the opportunity to achieve golden time minutes for their class at the end of the half term.
- ❖ In the playground we also have lunch time buddies and prefects who assist children at play times. St Mary's have a clear anti-bullying policy that outlines guidelines to prevent and tackle any issues of bullying. If a child does have specific behavioural difficulties, we provide a Behaviour support programme designed to identify areas of concern and strategies to be used in the class.
- ❖ The school has a school council, ran by children from each year group across the junior school. They meet regularly to discuss current events and fundraising ideas across the school. They also decide on how money raised is spent by the staff. The management team and governors also have regular pupil conversations with pupils, discussing key matters surrounding how they feel about school life and if it could be improved.
- ❖ Also, children attending any intervention groups are asked to fill in a questionnaire relating to their group. The feedback directs planning and helps to identify areas that the children enjoy.

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

- ❖ All of our staff attend termly training sessions at the local professional development training centre relating to the area that relates to their position. Weekly, staff professional development meetings; allow staff to be trained in relationship to current policies and requirements. Our support staff receives training in areas such as special needs, assisting teachers, autism, language development and EAL support.
- ❖ We have regular INSET training that all members of staff receive, including yearly child protection training.
- ❖ We have 'more able' and EAL (English as an additional language) coordinators, who are responsible for ensuring that children who have a talent or who have limited English, are supported across the school through differentiated lessons, extra curricular workshops and resources.

Our school works very closely with local authority services such as:

Speech and languages services

The Autism Team

Visually-impaired Service

Hearing-impaired service

Social Services

The Family Support Services Markfield

EP – Educational Psychologist

The local Nurse

OT services – Occupational Therapist

We always discuss concerns with parents before we involve any other services.

The training our staff have had or are getting

- ❖ Throughout the year we have 5 staff training days. We also have various staff meetings relating to special needs throughout the year.
- ❖ Our support staffs and teachers have had various forms of training throughout the year and many courses relate directly to special needs.
- ❖ The SLT and Inclusion manager ensure that staffs caters for the special needs children in their planning, the resources they use and lessons through their monitoring cycle. We ensure that staff understands the various needs in their classes and how to support the children in their learning. We also ensure that staff works closely with parents to further support needs.

How we include children/young people in activities and school trips

Children with special needs and/or disabilities at St Mary's attend outside activities and are assisted to do so with support staff. This enables them to participate safely and helps them to fully enjoy each experience. We consult parents to finalise arrangements and ensure that they are happy with plans.

In our Nursery parents are invited to attend school trips with their children, enjoying this unique experience with them. Across the school, parents are given the opportunity to attend trips when additional adults are needed to support.

Our school environment

The majority of our buildings are wheel chair accessible, with a disabled toilet in the junior school. However, we do have classes upstairs. In order to cater for children with disabilities, we have moved year groups.

Prior to joining our school, each child and their families receive a home visit by the nursery major and SENCO. This allows us to assess needs and be able to prepare and put plans in place, prior to children joining our school.

How we prepare for children/young people joining our school and leaving our school

- ❖ After joining nursery, parents are invited in to observe their child in the setting and spend time interacting with them in the new setting. Parents are invited in to discuss their child's progress and be informed of how to further support them at home. Special books are sent home regularly to include parents in their child's progress.
- ❖ When a child transfers to another school or moves on to the next stage in their education, all of their records and documents are forwarded on to their new school. The Inclusion manager is also available to discuss any queries with new staff.
- ❖ Children with special needs are prepared for secondary school by participating in the secondary transfer program, preparing them for further education. Children are also supported to visit new secondary schools and assess whether they are appropriate for their needs. The autism team also help to support children with autism with preparing them for the transition.

How parents are involved in school life

St Mary's is very proud of the relationship that it has with parents and works very hard to maintain strong links. We are always ready to speak to parents about any concerns regarding their child. The

Head teacher meets with parents when she is available. The SENCo is also available to discuss concerns regarding any concerns.

Parents of St. Marys is compiled of parents from across the school and chaired by a parent. They are involved in many events ran throughout the year and participate in many fundraising events.

We are very lucky at St. Mary's to have a large number of staff that speaks many different languages. Staff are available to translate for parents during meetings and when needed.

Who to contact for more information or to discuss a concern

When parents are concerned about their child they can arrange a meeting with:

- ❖ The child's class teacher
- ❖ The SENCo (Special needs coordinator), Mrs Neli
- ❖ The Deputy, Mrs Sheridan
- ❖ The Headteacher, Mrs Collins
- ❖ Parent Governors –Mrs Maria Farrell and Mrs Dafina Rista.

Parents can talk to Laura Mc Connell for admissions.

The SENCo is Mrs Neli and is available to contact through the school office from Monday to Friday.

The office number: 02088009305

Our offer to children with special educational needs and disabilities was prepared in February 2014

It will be reviewed in February 2015