



St Maria Goretti Catholic Academy

SEND Local Offer Information

Please note that this is a work document and is regularly updated

1	What kinds of SEND does the school provide for?	<p>At St Maria Catholic Academy we aim to provide high quality support for SEND. We accommodate all SEND in line with the Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND code of practice.</p> <table border="0"> <tr> <td>1. Social Emotional and Mental Health</td> <td>2. Communication and Interaction</td> </tr> <tr> <td>3. Cognition and Learning</td> <td>4. Sensory or Physical Needs</td> </tr> </table>	1. Social Emotional and Mental Health	2. Communication and Interaction	3. Cognition and Learning	4. Sensory or Physical Needs
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2	How does the school know if their children need extra help and what should I do if I think my child may have special education needs?	<p>Children are assessed before entry to the Nursery and at the start of the Nursery year as part of the baseline assessment for the Early Years Foundation Stage Curriculum. We use this information as starting points for learning and to develop a personalised learning journey which shows appropriate support and challenge for every child. As part of the induction process parents are encouraged to discuss any concerns with the class teacher and the Special Educational Needs Co-ordinator (SENCO).</p> <ul style="list-style-type: none"> • At St. Maria Goretti Catholic Academy the Special Educational Needs Co-ordinator is a member of the Senior Leadership Team. • There is rigorous tracking of pupil progress in all year groups which is analysed at half termly pupil progress meetings. • Targets are set for all pupils in Reading, Writing and Maths. • We expect that all pupils achieve at least the expected level of development and an increasing proportion of pupils are expected to exceed their expected level of development. • Pupils that are not making expected progress are given individual support or small group support. • We hold termly parent consultation meetings where progress, attainment and other 				

		<p>concerns are discussed.</p> <p>We have an open door policy. If a parent has a concern they are encouraged to speak to their class teacher, Parent Support Co-ordinator, Learning Mentor or members of the Senior Leadership Team.</p>
3	How will the school support my child?	<p>Having identified needs we seek to match provision to needs. In The Early Years Foundation Stage teachers meticulously plan play based activities to match the individual needs of the children. Specific interventions are used to help to accelerate pupil progress. These are monitored through regular meetings and the tracking of pupil progress. The Executive Head teacher reports this information to the Board of Local Representatives.</p> <ul style="list-style-type: none"> • Our tracking systems, provision map and Special Needs Register ensure that staff and Local Representatives have the information they need. • All interventions are delivered by trained staff. • The SENCO monitors the delivery of the interventions through observations, monitoring children's work and pupil discussions. • Progress and pupil attendance are monitored regularly.
4	How will teaching approaches and the curriculum be matched to my child's needs?	<p>Our Creative Curriculum is broad and balanced to meet everyone's needs. Pupil's contribute to the shaping of the Curriculum and regularly make suggestions that help to inform the teacher's planning.</p> <ul style="list-style-type: none"> • All learning is carefully planned to take account of individual needs. • All children are entitled to have access to high quality learning opportunities and appropriate resources to meet their individual needs. This is our Wave 1 provision. • Those who need extra help will be provided with small group support at Wave 2. • Children who require further support will be provided with specific interventions and additional 1 to 1 support. This is Wave 3 provision. • The SENCO may seek further support for children from external professionals if needed.
5	How will both you and I know how my child is	<p>We encourage an active partnership between home and school.</p>

	<p>doing and how will you help me to support their learning?</p>	<ul style="list-style-type: none"> • Parents/Carers receive Curriculum Information leaflets termly. • In Foundation Stage and Key Stage 1 'Parents/Carers receive weekly 'Sear Parent letters outlining teaching and learning that takes place during the week. • We host a number of curriculum learning events and parent workshops that help families understand what learning is expected and how best they can support their child. • Parents are invited into the classroom every term for our 'Watch Me Learn' sessions. • In our newsletter and on our website we regularly share information about the curriculum. • We encourage parents to support their child's development by engaging with activities outside of school hours. • All children receive homework every week. Reading books and communication diaries are provided. • Take home bags are provided to enhance some curriculum areas e.g. RE, PE and Literacy. • Learning Targets are provided termly. • Parents are invited to termly Parent Consultation Evenings. • Parent café each afternoon to provide a support network for parents. • Home/school link worker and Learning Mentor on hand to discuss ways to support your child at home. • Family Learning workshops where parents are invited to learn along with their children. These include forensic science, cooking and photography.
6	<p>What support will there be for my child's overall wellbeing?</p>	<p>Here at St Maria Goretti Catholic Academy we place children's overall spiritual and moral wellbeing at the heart of all curriculum areas through the ongoing development of the Creative Curriculum. Children are encouraged to:</p> <ul style="list-style-type: none"> • Achieve and succeed knowing that Christ is at the centre of everything they do • Try new things • Work hard • Concentrate • Push themselves

		<ul style="list-style-type: none"> • Be imaginative • Improve • Understand others • Not give up <p>The School Council lead many initiatives including Anti-Bullying. All year groups study a unit of work on Anti-Bullying.</p> <p>The Learning Mentor and Parent Support Co-ordinator are highly effective in supporting children and their families.</p> <p>The Head of School works closely with the Education Welfare Officer to ensure that high attendance figures are maintained.</p> <p>All staff produce regular risk assessments to ensure that the children are safe at all times. Health Care Plans and Asthma Plans are completed for those children needing specific medical care.</p> <p>Staff receive regular First Aid Training and Fire Safety Training.</p> <p>Staff are trained in safeguarding children and the school's procedures for safeguarding children are exemplary.</p>
7	<p>What specialist services and expertise are available at or accessed by the setting?</p>	<p>All parents/carers are consulted before the school seeks support from external agencies.</p> <p>The SENCO works closely with families. Referrals to the following health departments can be made:</p> <ul style="list-style-type: none"> • Occupational Therapists • Speech and language team • Paediatrician • School Nurse team <p>Other agencies that the school works closely with are as follows:</p> <ul style="list-style-type: none"> • Local Authority SEND services which provide support for Physical Impairment/Visual Impairment/ Hearing Impairment/Speech Language and Communication Needs • Education Psychologist

		<ul style="list-style-type: none"> • Younger Mind – providing emotional support • Dove Counselling Service • CAMHS (Child & Adolescent Mental Health Service)
8	What training are the staff supporting children with SEND having or had?	<p>St. Maria Goretti Catholic Academy is a 'learning community' and is highly committed to providing opportunities for the continuing development of its' entire staff. Staff take on an active role in their own development in order to meet the needs of all of the pupils that they teach.</p> <ul style="list-style-type: none"> • The SENCO holds the mandatory SENCO qualification • All teaching and support staff are updated with training on dyslexia and the school holds the Dyslexia Level 1 Award. • Support staff are trained in delivering specific interventions. • Staff have opportunities to develop their knowledge and skills by observing good practice in other settings. • Staff are deployed to work with children by matching their expertise with the needs of the child
9	How will my child be included in activities outside the classroom including school trips?	<p>We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.</p> <ul style="list-style-type: none"> • All children are included in school trips. Staff carefully select transport, activities and venues that are suitable for all children. • All children are included in school clubs. The participation of children with specific needs in out of school activities is closely monitored by the school Leadership Team. • All children are included in all aspects of school life wherever possible by careful risk assessment, putting extra support in place where necessary. • Parents of children who are entitled to Pupil Premium Funding are invited into school discuss how funding can be used to support their child. Some parents choose to use this funding to enable their child attend clubs, trips and activities outside of school.

10	How accessible is the environment?	<p>Our Disability and Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all of our learners.</p> <ul style="list-style-type: none"> • Our school is fully wheelchair friendly with a lift in the main reception to allow access to the lower floor. • The school has disabled toilets. • Additional Risk Assessments are carried out if a child has specific needs. • We work hard to build dialogue with parents through face to face meetings. • Parents are invited to join the Access and Disability working group and review our accessibility plan. • Letters are available in different font/sizes on request.
11	How will the school prepare and support my child to join the next stage of education and life?	<p>To ensure a smooth transition into school parents and children are invited to the following</p> <ul style="list-style-type: none"> • Mother and Toddler Group - Cherubs and Angels • Stay and Play Sessions – FS 1 • Induction Meeting for Parents • Transition Morning Sessions <p>Staff also carry out visits to homes and pre-school nurseries.</p> <p>Additionally the class teacher will link with external agencies when needed, to put in place support for children specific needs e.g. Health Visitor, Social Workers etc</p> <p>To ensure a smooth transition into high schools the school organises the following –</p> <ul style="list-style-type: none"> • Opportunities for the children to attend workshops at our Academy High School throughout

		<p>their time at St. Maria Goretti.</p> <ul style="list-style-type: none"> • Opportunities for the high school staff to come into school and teach lessons to the KS2 children. • Meetings between class teachers and high school teachers. • Meetings between the SENCO and the High school SENCOs. • Opportunities for the children to visit their choice of high school. • Additional visits with the Learning Mentor if required.
12	How are the schools resources allocated and matched to children's special educational needs?	<p>Budgets are closely monitored and are aligned to the School Improvement Plan. Regular reviews take place to ensure funds and staffing are best allocated to meet the needs of all children.</p> <ul style="list-style-type: none"> • We use our Special Education Needs and Pupil Premium funding to target vulnerable children. • Provision is reviewed regularly to ensure that there has been an impact on pupil progress and that the funding is spent to benefit the children. <p>The Executive Business Manager is part of the Access and Disability Working Group</p>
13	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • We ensure pupils can access the curriculum by carefully planning learning according to individual children's needs. • Tracking of progress and analysing individual pupil data highlights children who are not making expected progress. Interventions are then put in place to support their learning. • If interventions are not having expected impact, then the SENCO may refer to external professionals in discussion with parents.
14a	How will my child be involved in the decisions about their learning?	<ul style="list-style-type: none"> • All children are encouraged to complete an annual questionnaire. • E curriculum is tailored to the children's interests. • Children are encouraged to reflect upon their own learning and self-assessments are carried out. • Children are encouraged to talk about the progress made towards their learning targets.
14b	How will I be involved	<ul style="list-style-type: none"> • Parents are requested to complete an annual questionnaire

	in the decisions about the learning my child?	<ul style="list-style-type: none"> • Parents are invited to join the Parent Forum • Parents are welcomed to share in the development of their child's IEP/Learning Passport.
15	How are the parents involved in the school? How can I be involved?	<p>We believe in building strong partnerships with parents.</p> <ul style="list-style-type: none"> • The school involves parents in their child's learning through meetings, workshops, newsletters, assemblies and information on the website. • Parents are invited to join the Parent Forum. • We encourage parents to support their child's learning through reading books and a wide variety of other homework activities. • All parents are expected to sign Communication Diaries at least three times a week. • Parents attend meetings with their child's class teacher and SENCO if they have additional needs. • Teachers are available at the beginning and the end of the day to address any concerns. • Family learning Workshops allow parents to work alongside their children in school. • 'Watch me Learn days' allow parents to be actively involved in their child's education. • Parent workshops allow parents opportunities to understand how their children learn.
16	What do I do if I want to make a complaint?	<p>Catholic schools are staffed by teachers who are not only qualified and expert in their own field but who also , having freely chosen to become teachers in a Catholic school, commit themselves to care for and help children in every way possible consistent with Catholic doctrine, principles and the Catholic ethos of the school. Nevertheless, as in any organisation, parents may from time to time raise a concern. In this instance please request a copy of the school 'Complaints Policy'. This is available on the school website or a copy can be obtained from the office.</p>
17	What other support is available to parents and how can I contact them?	<p>For further information about St. Maria Goretti Catholic Academy please contact the school office in the first instance on 01782 234737</p> <p>School Prospectus' are available on request.</p> <p>Take a look at our website. There is a wealth of information about our school community on it.</p>

For further information you may wish to contact **Parent Partnership**
<http://www.learningdisabilitynetwork.co.uk/parent-partnership-services-pps-stoke-on-trent/>

Stoke on Trent Local Authority

Tel: 01782 234234 Email: enquiries@stoke.gov.uk

Staffordshire Local Authority

Tel:0300 111 8014

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>