



St Margaret Clitherow
Catholic Primary School

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Special Educational Needs and Disabilities (SEND) Information report and Policy.

Policy Revised	Nov 25
Policy to be Reviewed	Nov 26

Signatories	
Chair	R. McCormack
Head Teacher	

“We act with love, build our faith and grow as people”

For reference: 'Parents' includes all natural parents, any person who has parental responsibility for a child or care of a child. The latter means the person who the child lives with.

ST MARGARET CLITHEROW CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

STATUTORY

INFORMATION REPORT

2024-2025

Welcome to our SEND information report and policy. These pages aim to set out information about St Margaret Clitherow Catholic Primary School's provision for pupils with Special Educational Needs and Disabilities (SEND).

The school is part of the Mother Teresa Catholic Academy trust. At St Margaret Clitherow we value all pupils and are committed to providing the best possible learning provision and support for all. We recognise that some pupils will have special needs either throughout or at some time during their school life.

What types of SEN do we provide for?

St Margaret Clitherow Primary School is a mainstream school that provides for pupils with a range of special needs including:

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

Local Offer Contribution: The Bracknell Forest LA local offer details the SEND provision that can be accessed locally, and parents should consult the Bracknell Forest website for further details here:

<http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>

How do we identify and assess pupils with SEN?

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which children with SEN can be identified. In identifying potential SEND needs, reference is made to the 2014 Code of Practice which describes in detail the four broad categories of need. The purpose of identifying a pupil's special educational needs is to work out what action the teacher and school need to take and not to fit the pupil into a category. The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. We use a graduated approach to assessment and the steps are clearly identified cycle of assess, plan, do, review.



Assess

Using formative assessment tools and consultation with parents and the pupil themselves, a detailed picture of the pupil's needs are developed. This may be undertaken by class teachers, teaching assistants or specialists depending on the nature of the assessment required.

Plan

An individualised Child Learning Profile document will be drawn up in partnership with the pupil and their teacher in consultation with parents or carers, describing the additional personalised support that will be provided. The school may consult with outside agencies at this stage: Speech and Language Service, Occupational Therapy Service (OT), Children and Adolescent Mental Health Services (CAMHS), Autistic Spectrum and Social Communication Outreach service, Support for Learning Service (SfL), or Behaviour Support Team (BST).

Do

Teachers and teaching assistants will ensure that the Child Learning Profiles are followed.

The pupil's needs may be met through additional modifications to the class teaching, provision of specialist resources, or by inclusion in additional small group or individual support lessons.

Parents and carers will receive advice about how to support their child at home. Outside agencies are able to work alongside the pupil, parents and teachers to offer advice about meeting the pupil's SEND, and this advice will be reflected in the child's Learning Profile in the form of learning targets, strategies and provision.

Review

Child Learning Profiles are reviewed once a term by the class teacher, or more frequently in some cases, and the provision that is being made is adapted in light of that review. The review will include consultation between pupils, teachers and parents. The SENDCo will be involved for learners experiencing a high level of need, or who have needs in several areas of the four main areas outlined in the Code of Practice. The review process then feeds back into more assessment, and the cycle of assess, plan, do, and review is repeated.

This process is supported by the Send Graduated approach doc – appendix A

Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision.

St Margaret Clitherow Primary School recognises that many other factors may impact on progress and attainment but these are not special educational needs:

❑ Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation: these alone do not constitute SEND)

	☐ Attendance and Punctuality ☐ Health and Welfare ☐ English as an Additional Language (EAL) ☐ Being in receipt of Pupil Premium Grant ☐ Being a Looked After Child (CLA) or one who has previously been ☐ Being a child from a Forces family Pupil progress meetings are held by the Assistant Head teacher, who is the assessment Co-Ordinator and overseen by the Head teacher. All children's progress is recorded on our own insight tracking. The progress of children with SEN is discussed on a termly basis between the SENCO and class teacher. Each child is monitored and, where concerns are raised, the SENCO will consider the need to bring in the support of outside agencies through the Bracknell Forest Council (BFC) triage approach.
Who is involved in special educational needs co-ordination (SENCO) and how can they be contacted?	Head Teacher: Mrs Mulholland Senco : Mrs J Tucker Please contact the school office – 01344 424030 Secretary@smc-bracknell.com We will arrange a meeting with the SENCO to discuss issues or respond to questions. Send Governor: Mrs M Cope

What is our approach to teaching pupils with SEN?	At St Margaret Clitherow Primary School, we adopt a quality first teaching approach for all children. Quality first teaching includes : ☐ Having high expectations for all pupils ☐ High levels of pupil involvement and engagement with their learning ☐ High levels of interaction from all pupils ☐ Appropriate use of teacher questioning, modelling, support, challenge and scaffolding ☐ Targeted use of Teaching Assistants ☐ An expectation that pupils will accept responsibility for their own learning and work independently ☐ Regular use of encouragement and praise to engage and motivate pupils Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support occurs to support quality first teaching not replace it.
How do we adapt the curriculum and learning environment?	At St Margaret's we make every effort to ensure all pupils can access the school's facilities. The school is on one level and fully accessible to all children and adults. We also have a disabled toilet. If there are any specific needs, we will look at modifying the environment at that point in time. (see our Equality and Accessibility Plan Policy). Every child is unique and has different needs. All classes offer a supportive learning environment with materials, learning equipment, visual aids, white board working walls to help pupils remember key vocabulary, working methods, ideas, themes and to support all learning. The teaching strategies we use have a multisensory approach and are adapted to the child's individual needs. As the child progresses through the school, these needs may change, it is for this reason that teaching strategies used to support each child may vary. Where appropriate, additional resources such as visual timetables, writing slopes or I-pads, can be used to help the child through the school day. Staff are advised by specialist services where appropriate and resources such as coloured overlays for reading, 'move n sit' cushions, ergonomic pens and slanted desks are available if a child is assessed as needing these. We have a qualified First Aider on site at all times. Children with particular medical issues are highlighted in the relevant classrooms, staff room, canteen and medical room where there is a secure document containing photograph of each child and a note of their special medical needs. Care plans, which are agreed with specialist nurses, are put into place for children with additional medical needs. The school follows the medication policy which is in line with the local authority's guidance. We will risk assess and ensure that the child's safety is paramount.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	An inclusive approach is adopted by St Margaret Clitherow Primary school and all children are included in; group, class, and whole school activities. We accept that sometimes this will mean additional arrangements to allow them to take part in activities such as. one-to-one support on trips, depending on the level of need. All pupils have the opportunity to join the breakfast club and variety of after school clubs that we offer.

How do we consult parents of pupils with SEN and involve them in their child's education?	Parents have the opportunity at a parent consultation meeting with the child's class teacher to discuss and contribute to your child's Pupil Profile. Parent consultation evenings are held each term. In addition to these, parents of children with Pupil profiles are entitled to a separate meeting to review and discuss any new targets; you will be invited to contribute towards these. It is important that we work in partnership. If a child has an Education, Health Care Plan (EHCP), a review will be held annually to look at progress made against the identified needs of the child. All of the professionals involved with the child's care will be invited to this meeting. In addition to parent consultation meetings and the annual review meetings for children who have an Education, Health Care Plan(EHCP), parents may book an appointment with the class teacher or SENCO to discuss any concerns you may have. When appropriate, there are a variety of strategies in place for regular contact between the school and parents, e.g. a home school liaison book, a behaviour chart or weekly meetings / phone calls.
How do we consult pupils with SEN and involve them in their education?	Targets are set every term for all children, including those with special needs. The class teacher will discussed and review these targets with each child. Children on the SEN register in school are annually asked to complete a feedback survey about who or what helps them in school. If a child has an Education, Health Care Plan (EHCP), their child's views will be sought prior to the review meeting in the form of a report. He / she will also be invited to attend the meeting to discuss his / her views on his / her progress. There is a school council which contributes ideas and suggestions from all pupils for school improvement.
How do we assess and review pupils' progress towards their outcomes?	The school uses a variety of assessment processes as relevant to different key stages. These are documented in our assessment policy. We review progress daily in lessons which informs our planning, Pupil profile targets are reviewed at least half termly and there is an annual report to parents on their child's progress in National curriculum levels. The IEP targets are usually as a result of a pupil/ teacher and parental agreement on the areas they perceive that the child needs work on in relation to academic progress, personal development or social and emotional aspects. There are many opportunities for pupils to reflect on their progress in lessons and they are encouraged to consider next steps and or what they might do differently. We will be embedding the engagement model to support assessment for pre key stage learners.

How do we support pupils preparing for adulthood?

Pupils throughout the school are encouraged to be as independent as possible.

The School's behaviour policy outlines expectations for behavior with rewards and sanctions in place to promote reflection and growth in a pupil's choices.

St Margaret Clitherow School supports pupils through transitions:

When starting or transferring to school:

Our school Nursery opened in September 2025 and as part of the transition for new pupils each year will hold a Stay and Play Session, and this is also offered to children that join at other points throughout the year. The Nursery offers morning and afternoon sessions, as well as whole day sessions.

Before children join Reception, they are invited for three afternoon visits to help them to become familiar with the setting. In the autumn term the children will have a slow / staggered introduction to enable them to acclimatize to their new school life. The Reception teacher visits each nursery to introduce herself to the children and to learn about any children with special needs. We also provide a transition book which contains photographs of the classroom and children. In addition to these visits, a questionnaire is sent to the parents to highlight any needs the children may have.

The Reception staff complete Home Visits in September as part of the settling in process.

We get to know all our pupils and families well and work towards Early Intervention. Our Nursery opened in September 2025 and we work closely with the CDC and other agencies to identify where support may be required early on.

If a child transfers from another school, he/she will be invited to visit the school and spend time in his/her new class. We discuss any special needs a child may have with their parents prior to your child starting at the school.

When moving class or key stage in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.

- Provision Maps will be shared with the new teacher in September

- All pupils spend a morning in the new classroom with the new class teacher prior to moving up

- Additional visits to their new classroom will be arranged if necessary

- Transition Books can be made if necessary

Transition to Secondary School:

Yr6 transition meetings are held with receiving SENCOs or a member of the Senior Leadership Team/Head of Department of the child's Secondary School. Additional transition days are arranged and supported by staff or outside agencies such as Support for Learning or Autism Outreach if required.

If a child is moving on before the Year 6 transition, it is recommended that the parents advise the school of this move as soon as possible. This will enable us to pass on any advice or recommendations to the child's new school. The SENCO will be able to liaise with the new school to ensure that a transitions plan is in place.

How do we support pupils with SEN to improve their emotional and social development?	The school views relationships and emotional wellbeing as vital to learning. We have a trained Emotional Literacy Support Assistant (ELSA) who works with children who have social or emotional needs. Self-esteem and social groups are set up where required. Play time and lunch time support focuses on developing social skills through sport and games. There are good ratios of staff to pupils so that they can feel nurtured, valued and the Catholic nature of the school promotes an inclusive caring environment. We have a clear Anti-bullying policy. The NVQ level 2 certificate in Understanding Children and young people's mental health has been achieved by several members of staff. As a school, we work with parents to support children who find it difficult to conform to normal behaviour expectations. Additional adult support and positive behaviour management strategies are used in class to support the children. We also refer to the Behaviour Support Team (BST) who will work with the child and family and provide support within the school or home setting when necessary. When appropriate, a Pastoral Support Plan can be put in place which will provide precise and specific targets for the child to work towards.
What expertise and training do our staff have to support pupils with SEN?	There are trained safeguarding officers on site to ensure that pupils are effectively protected from harm. These staff ensure all other staff are aware of their duty of care to keep children safe. All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given to meet the needs of all children, including those with SEND. Teachers work closely with other professional such a Speech and Language therapists, the national health nurses and Occupational therapists who provide support and guidance to school staff. Knowledge, skills and practice is shared within the school. Some members of staff have undertaken specific training e.g. Autistic awareness, dyslexia, Sfl, handwriting.
How will we secure specialist expertise?	Some specialist expertise is provided through commissioned services. The Senior leaders also bring others in to supplement the skill base across the school. We also grow our own expertise by utilizing the passion, skills and knowledge of the workforce. When required referrals to BFC are made to secure additional support.

How will we secure equipment and facilities to support pupils with SEN?	The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. The school has general teaching assistants and an ELSA who work in conjunction with the teaching staff to support all pupils. The SENCO works with all staff to ensure that each child who is on the Special Need Register receives maximum personalised and targeted support. The school seeks advice from professionals regarding the use of resources for individual children. Resources such as; 'move n sit' cushions, ergonomic pens and slanted desks are available if a child is assessed as needing these. We also have a range of resources and equipment which is found in a mainstream school. Through the Trust we have an Educational Psychologist and Speech and Language therapist, both of who visits the school several times across the year and work closely with the school SENCo to either offer individualised support or to lead training across school staff.
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	Services and organisations involved in a pupils care are invited to attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school. We would arrange a meeting with the SENCO or member of SLT to discuss any issues and seek outside help for families where required and the safeguarding team are available to ensure the safety of all children. We will liaise with Children's Social Care services as and when is necessary. St Margaret Clitherow Primary School may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists including those secured by the school itself or from outside agencies. The pupil's parents/carers will always be involved in any decision to involve specialists. St Margaret Clitherow Primary School has access to the following services: ➤ Bracknell Forest Local Authority ➤ Support for Learning ➤ Speech and Language Therapists ➤ CAMHS (Children and Adolescent Mental Health Services) ➤ Occupational Therapists ➤ Behaviour Support Team ➤ Family Intervention Team ➤ Sensory Consortium ➤ Education Psychologists ➤ Daisy's Dreams ➤ Play Therapy ➤ AST (Autistic Support Team)

How do we evaluate the effectiveness of our SEN provision?

The school evaluates its own effectiveness and this is monitored through a variety of processes.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents/carers. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Where a pupil has an Education and Health Care Plan the local authority, in cooperation with the school, must review that plan, at a minimum, every twelve months.

The success of the school's SEND provision is evaluated through:

- ☐ Monitoring of classroom practice by the Acting Headteacher, Acting Assistant Headteacher, SENCo
- The head teacher reports on all aspects of the school to governors and identified governor leads independently monitor and test out the information they have been given.
- ☐ Analysis of pupil data
- ☐ School Self-Evaluation document (SEF)
- ☐ Standard OFSTED inspection arrangements
- ☐ Meetings of parents/carers and staff, both formal and informal

Who can young people and parents contact if they have concerns?	Pupils may raise a concern with their teacher or indeed any adult in school with whom they may have a good relationship. Parents may wish to address the class teacher or take their concern directly to the Senco or Head Teacher.
How do we handle complaints from parents of children with SEN about provision made at the school?	You can make an appointment to speak to the Head teacher through the office. In addition to this parent surveys are sent out annually and parental feedback is gained through the annual review process. If necessary, the Governing Body can also be contacted. Please see our complaints policy.