



St Margaret Clitherow Catholic Primary Schools' Local Offer

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

St Margaret Clitherow Catholic Primary School

We are a small Catholic primary school with a maximum capacity of 210 pupils across Years Reception to Year 6. We have also recently opened a nursery where we currently have 21 pupils aged 2 and 3. We are located within a residential area in the south of Bracknell. We are situated close to South Hill Park Arts Centre and the Look Out.

Here at St. Margaret Clitherow Catholic Primary School, our mission is for all children to develop a love of learning as they are encouraged to develop their own unique gifts and talents whilst becoming confident and independent learners. We strive to ensure that the members of our community are happy and fulfilled in their lives at school.

As part of their faith journey, we give each child the inspiration and tools, which are firmly rooted in the teaching and Gospel values of Jesus, to further develop their faith and the love of Jesus Christ. We see each child as a unique member of our community and seek to ensure that they are a valued member of God's family. All children are encouraged to grow in their ability to make informed decisions about the choices they make in life and to become life-long learners, achieving their own individual potential.

We encourage our children to be citizens who truly care about the wider community and to understand their place in the world and the impact that each and every one of them can make.

Our mission statement is, "We act with love, build our faith and grow as people."

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

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. This process is supported by the Send Graduated approach which lays out actions and responses for Teachers to follow. In identifying potential SEND needs, reference is made to the 2014 Code of Practice which describes in detail the four broad categories of need.

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

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 e.g. Support for Learning (SfL), Speech and Language Therapy or The Autism support service.

1.2 What should I do if I think my child has SEND?

In the first instance you should discuss your concerns with the class teacher and agree any relevant actions with him / her. Arrange a follow up meeting at a later date to assess your child's progress. If there has been little or no improvement, then the class teacher will refer you to the school's SENCO.

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

The class teacher with the support of the SENCO will plan your child's education programme through the use of Pupil Profiles including Individual Education Plans (IEPs). IEP targets will consider your child's individual needs and will focus on supporting your child through small personalised steps.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

You will be invited to a meeting, which is in addition to the parent consultation evening, especially to discuss your child's progress. Your child's Pupil Profile will be shared at this meeting and you will be able to contribute to this. If your child has an Education, Health Care Plan (EHP), a review will be held annually to look at the progress made against your child's identified targets. All the professionals involved with your child's care will be invited to attend this meeting. If necessary, you will also be invited to attend additional meetings with the class teacher and SENCO.

2.3 How will the school balance my child's need for support with developing their independence?

It is important to us that your child develops their independence and that they are prepared for the next phase in their education. We will endeavour to prioritise support given in the classroom; this may include group work, 1:1 support and peer support. There are times when your child will need to be taught outside the classroom, for example if they receive support from Support for Learning, Speech and Language or Occupational Therapy. The interventions given to your child are reviewed on a termly basis to ensure that the support your child receives impacts on their progress. We encourage all of our children to participate in activities outside of the classroom, for example Mass, sporting events and musical productions. We deliver the Ten:Ten RSHE curriculum with a view to preparing all young people for adulthood.

2.4 How will the school match / differentiate the curriculum for my child's needs?

All children are very carefully monitored, tracked and assessed. The class teacher will differentiate the work to enable all children to access the curriculum. Our aim is to develop independence and encourage each child to develop his/her full potential at whichever level he / she is working at. If necessary, external agencies, such as Speech and Language, Autism support and the Behaviour Support Team will further help to advise and differentiate the learning for your child. The Pupil Profile will identify activities that your child may need to practise e.g. reading at home, phonics, muscle development activities etc.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Every child is unique and has different needs. 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, can be used to help your child through the school day. Staff are advised by specialist services such as the Sensory Consortium.

2.6 What additional staffing does the school provide from its own budget for children with SEND?

The school employs general teaching assistants, and one HTLA. Also the school has a SENCO who works with all staff to ensure that each child who is on the Special Need Register receives maximum personalised and targeted support.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	One to one	Small group
Speech and Language Therapy	☒	☒
Autism support	☒	
Occupational Therapy	☒	
Gross /Fine motor control	☒	☒
Phonics	☒	☒
ELSA	☒	☒
Child Councillor	☒	
Play Therapist	☒	

2.8 What resources and equipment does the school provide for children with SEND?

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 your child is assessed as needing these. Additionally, I-pads or notebooks can be used to support in class. We also have a range of resources and equipment which is found in a mainstream school.

The school is on one level and fully accessible to all children and adults. We also have a disabled toilet.

2.9 What special arrangements can be made for my child when taking examinations?

We can provide small focused working spaces for exams and if your child is assessed to need adult support, we can provide a scribe or reader for different examinations. Where necessary, movement breaks can be applied for from the DfE when completing SAT's.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

All children, including those with SEND, will be regularly assessed and their progress carefully monitored. Progress is discussed termly with the Head teacher at pupil progress meetings and with the SENCO during SEN liaison meetings with class teachers. You will have the opportunity at parent consultation meetings with your child's class teacher to discuss and contribute to your child's targets.

If your child has an Education, Health Care Plan (EHCP), a review will be held annually to look at progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to this meeting.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

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.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

In addition to parent consultation meetings and the annual review meetings for children who have an Education, Health Care Plan(EHCP), you may book an appointment with your class teacher or SENCO to discuss any concerns you may have.

3.4 What arrangements does the school have for regular home to school contact?

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 meetings / phone calls.

3.5 How can I help support my child's learning?

Parents are given a copy of their child's profile. Advice on activities and practice tasks which can be done at home can be given by the class teacher or Senco. In addition to this, homework will be set where appropriate. If you would like further advice, please do not hesitate to contact your child's class teacher.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

In the first instance, you should contact your child's class teacher who will be able to advise you on strategies to support your child's learning. In addition, support can be found on the School website and School newsletter.

Consultation meetings (parents' evening), SENCO Consultation meetings, Review of Individual Education Plans (Pupil profiles) and External agency advice/support can all be implemented where required.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

All Children's views are important in reviewing progress and support and are regularly sought through a variety of ways; In class dialogue, through an open dialogue, during class target setting or prior to consultations.

If your child has an Education, Health Care Plan (EHCP), your child's views will be sought prior to the review meeting in the form of a report or through a 1:1 consultation with the young person. He / she will also be invited to attend the meeting to discuss his / her views on his / her progress where appropriate.

3.8 What accredited and non accredited courses do you offer for young people with SEND?

Standard Assessment Tests (SAT's) are available to all pupils and there is statutory duty to ensure that all children in their school who are eligible and can sit national curriculum tests do so. The school does have discretion to determine whether or not it's appropriate for a pupil to sit the tests and this is discussed with parents prior to these assessments where required.

3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

The SENCO meets with class teachers on a termly basis to discuss progress and the effectiveness of SEN provision. Pupil profiles are reviewed to check progress against targets. The profiles are then updated in consultation with the parents.

The SENCO provides a written report for the Governing Body and updates on a termly basis. This report provides an over-view of the SEN provision.

If your child has an Education, Health Care Plan, a review will be held annually to look at progress made against the identified needs of your child. This will ensure the effectiveness of your child's SEN provision.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

As part of quality first teaching we offer all pupils a rich and diverse curriculum, which incorporates RSHE and pastoral support. We have a trained Emotional Literacy Support Assistant (ELSA) who works with children who have social, emotional and behavioural needs through SALT self-esteem and social groups. We have access to a child counsellor play therapist who works with children to support them through any problems or issues they may have if required.

Play time and lunch time support focuses on developing social skills through sport and games.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

As a school, we have clear routines and structures to support high expectations of behaviour for learning. (See behaviour policy) 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 children with behavioural difficulties. 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 behaviour Support Plan can be put in place which will provide precise and specific targets for the child to work towards

4.3 What medical support is available in the school for children with SEND?

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. We have a qualified First Aider on site at all times. Care plans are agreed with the school nurse/ specialist nurses, in consultation with the parents, pupil and required medical professional guidance

4.4 How does the school manage the administration of medicines?

The school follows the administration of medicines policy which is in line with the Department for Education guidance (Supporting Pupils at School with Medical Conditions - April 2014). We will risk assess and ensure that the child's safety is paramount. Where necessary to support an individual child's needs, school staff will be trained by a qualified medical professional to administer medication specific to that child.

4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc ?

If a child has personal care needs, we would consult with the child's parents and, if necessary, social services to produce a Personal Care Plan thus ensuring adequate provision for the child.

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

- Support for Learning
- Child and Adolescent Mental Health Service
- Behaviour Support Team
- Autism Support Service
- School nurse
- Children and Young People Integrated Therapy service (CYPIT)
- Sensory Support Consortium
- Educational Psychologist Service

- Social Care
- Early Intervention Team / Early Help
- SEND advisor
- Youth Offending Prevention Service (YOPS)
- Speech and Language Therapy

5.2 What should I do if I think my child needs support from one of these services?

Discuss any concerns you have about your child's needs initially with the Class teacher who will agree a pathway with you to best support and access any necessary external services after discussion with the school SENCO.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

Parents of children in up to the age of 5 can attend a drop-in clinic for speech and language with the Child Development Centre (CDC). For children in KS1 and KS2 we can make a referral to speech and language, occupational therapy and physiotherapy through the Berkshire Healthcare Health Hub. Alternatively, you can request a referral through your GP. Teachers and TA's will deliver programmes in school where appropriate.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Discuss any concerns you have about your child's needs initially with the Class teacher who will agree a pathway with you to best support and access any necessary Children and Young People Integrated Therapy service after discussion with the school SENCO

5.5 What arrangements does the school have for liaison with Children's Social Care services?

Regular liaison with social care services regarding:

- Common Assessment Framework referrals and meetings
- Children Looked After
- Children in Need
- Child Protection Meetings
- Core Group Meetings

The Head Teacher and the assistant head teachers are the designated Safeguarding Leaders in school - school staff will liaise with them and they will contact social care directly if there are any concerns (please see child protection policy).

6. Training of school staff in SEND

6.1 What SEND training is provided for teachers, teaching assistants and other staff in your school?

Steps are taken to ensure that appropriate training is provided to our staff to ensure our children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We are committed to developing the ongoing expertise of our staff. The school has a rolling programme of professional development for our staff and this

includes training to support SEND children. The school regularly reviews recommendations from external advisors and where possible, provides required training.

6.2 Do teachers have any specific qualifications in SEND?

Teachers have a general knowledge of SEND appropriate to the needs of our children. The SENCO has the SENCO qualification as per statutory regulations in the SEND code.

6.3 Do teaching assistants have any specific qualifications in SEND?

Teaching assistants have a general knowledge of SEND appropriate to the needs of our children and engage in additional training when appropriate.

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

Our school is an inclusive school. We consider that activities and trips, including residential, are an important part of every child's education. We would make a risk assessment for any child with SEND to ensure that we have the appropriate safeguards in place. Discussions with parents and carers help us to ensure that all SEND children can be included.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

We value the parents / carers involvement in planning the support required for their children to take part in activities and trips. Parents will be sent letters and asked to return permission slips for their children to attend these activities. Where necessary, the class teacher or SENCO will discuss the needs of your child with you to ensure that the appropriate support is provided.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

The school was built on one level and is fully accessible to children and adults with mobility difficulties and wheelchair users. We also have a disabled toilet.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

Reasonable adjustments have been made to support the learning needs of all children within the school. If there are any specific needs, we will look at modifying the environment at that point in time. The Sensory Consortium will visit children with auditory and visual impairments and we act on any advice regarding reasonable adjustments that can be made to support these children as required.

8.3 Are there accessible changing and toilet facilities?

All the children's toilets are accessible. We also have a disabled toilet suitable for adults and children. We have changing facilities in EYFS and limited changing facilities across the rest of the school – this includes a nappy bin.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

Support is given where required to enable all children to access the facilities available in school. Individual requirements are taken into account and reasonable adaptations made, where possible.

8.5 How does the school communicate with parents / carers who have a disability?

We would endeavour to communicate in whichever means is accessible to the parent / carer, for example writing or texting hearing impaired parents.

Parents have the opportunity to contribute to their child's targets during termly parent consultation evenings.

If your child has an Education, Health Care Plan (EHCP), a review will be held annually to look at the progress made against the identified needs of your child.

8.6 How does the school communicate with parents / carers whose first language is not English?

Where possible, the school will ask for translators to be present at meetings with parents. The school accesses names of interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of education leaflets and advise in various language formats (please visit <http://www.bracknell-forest.gov.uk/languages> for further details). We would endeavour to communicate in whichever means is accessible to the parent/carers. Regular support from the English Additional Language (EAL) service is always available if required.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the 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.

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 and a home visit is made.

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

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

As a small one form entry primary school, your child will be familiar with the school buildings and the majority of staff. During the summer term, the school holds a transition day for children to meet their new teachers and teaching assistants and to familiarise themselves with their new surroundings and routines. Additional opportunities for you and your child to meet with your child's new teachers as well as resources such as transition booklets and social stories will be offered where necessary.

9.3 How will my child be prepared to move on to his or her next school?

Transition meetings are held between the relevant school staff at this school and the child's next school, to ensure that information and advice is passed on to your child's new teachers. Where possible, opportunities to visit and to meet with your child's new teachers will be provided. If your child requires further support due to their individual needs, a transition plan will be put into place to provide bespoke transition arrangements.

9.4 How will you support a new school to prepare for my child?

Transition meetings are held between the Year 6 teacher and their new teachers to ensure that information and advice is passed on.

If your child is moving on before the Year 6 transition, it is recommended that you advise the school of this move as soon as possible. This will enable us to pass on any advice or recommendations to your child's new school.

9.5 What information will be provided to my child's new school?

Your child's provision map and SEN file will be provided to your child's new setting/school along with the normal information that will move with a child, e.g. school books, school reports, current attainment levels and assessment records.

9.6 How will the school prepare my child for the transition to further education or employment?

All pupils take part RSHE lessons. The Catholic nature of the school encourages exploration of faith and respect along with the elements of science and safety covered by the national curriculum in the early preparation for adulthood.

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

The class teacher is the first point of contact for all concerns.

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

Members of SLT and the Senco will support parents where they are able and assist in finding external help where required.

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

The Senco, or members of SLT will support parents and help to find external help where required along with regular communications through newsletters.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

The school gains feedback through parental questionnaires. Termly Consultation meetings and emailing the school office are a way of contacting the class teacher directly. The Governor E-mail contacts and Governor Contact information which can be accessed from the school office. We also have a complaints procedure that can be found on the school website and in the complaints policy.