

How will I know how my child is doing and how will you help me support my child's learning?

- **Opportunities for you to discuss your child's progress are:**
- We offer a policy where you are welcome at any time to make an appointment to meet with either the Head of Department, Head of Year or SENDCO to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and carers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- Parents can liaise with form tutors through the child's College planner
- If your child is on the SEND register, they will have a Person Centred Plan(PCP) which will have personalised outcomes. Parents are given a copy of the PCP to keep. This may include SMART (specific, measurable, achievable, realistic, timescaled) targets with the expectation that the child WILL achieve the target by the time it is reviewed. It will contain advice and guidance to ensure high quality teaching occurs in every lesson. In academic year 2014-2015 this will be an ongoing process, feel free to contact the school to discuss how this will include your child.

- **We know how well your child is doing by:**
- As a College we measure children's progress in learning against national and age-related expectations.
- Children who are not making expected progress are picked up through Additional Intervention Meetings with curriculum and pastoral leaders. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and it is decided that further support can be put in place, if deemed appropriate College will contact parents to discuss. This will give parents the opportunity to discuss possible adaptations to advice and support and any possible changes to aspirations and outcomes.

What support will there be for my child's overall well-being?

- **We understand that academic support is not the only support necessary and so we also offer pastoral, social and medical support through:**
- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- Every teacher has overall responsibility for the pastoral, medical and social care of every student in their class. If further support is required the class teacher liaises with the SENDCO and Head of Year for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, the Behaviour Support Team or Learning Support Services.
- The college also uses the internal BOSCO centre to support students experiencing Emotional, Social and Mental Health concerns on a referral system based on needs.

We manage and administer medicines by:

- Parents need to contact the school office if prescribed or non-prescribed medication is to be taken during the college day. They will be given a form to complete authorising staff to administer the given medication. This form is then given to the school nurse in readiness for administration of the medication and is signed, timed and dated once given to the child.
- As a staff, we have training and updates of conditions and medication affecting individual children so medical situations may be managed effectively and efficiently.
- **We support behaviour management by:**
- As a school, we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and students (further details can be found in our Behaviour and Discipline Policy)
- If a child has behavioural difficulties, an Individual Behaviour Plan IBP (including Behaviour Protocol) may be created in consultation with parents to identify specific issues and to put into place relevant support and targets.
- If there are any repeated patterns of behaviour (e.g. consistently fighting over the football) then the root cause will be investigated by the college, shared with parents and strategies put into place to avoid the issue.
- **We value everybody's opinion including the children's by:**
- We value and celebrate each Student enabling them to express their views on all aspects of College life.
- All students have the opportunity to discuss and set targets, and these are reported to parents, during the PCP process.
- If a child is due an Annual Review meeting, their views will be sought before the meeting takes place.

How will my child be included in activities outside of the classroom including school trips?

We are an inclusive school:

- ☑ All children are included in all parts of the college curriculum and we aim for all children to be included in college trips. We will provide the necessary support to ensure that this is successful.
- ☑ A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event, that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in college.

How accessible is the school environment?

St Mary's Catholic College is a large Secondary site with a main building that has been extended several times and includes additional separate buildings and demountables and we make the College as accessible as possible by;

- ☑ The college site is wheelchair accessible with a disabled toilet large enough to accommodate changing. All areas above ground level are accessible using lifts accessed by pass keys.

How will the school prepare and support my child when joining the school, transferring to the school or their next stage of education?

At St Mary's Catholic College we endeavour to provide smooth transitions into our College by;

- ☑ Encouraging all new Students to visit the College prior to starting when they will meet their peers and be shown around the College. For Students with SEND we encourage further visits to assist with the acclimatisation of the new surroundings.
- ☑ We write PCPs with children if transition is potentially going to be difficult.
- ☑ When children are preparing to leave us for a new School, College or further education provider, we may arrange additional visits, this includes into our own sixth form.
- ☑ We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How will the school's resources allocated and matched to children's SEN?

We allocate resources by;

- ☑ Ensuring that all children who have Special Education needs are met to the best of the college's ability with the funds available.
- ☑ The budget is allocated on a needs basis. The children who have the most complex needs are given most support, possibly involving a TA.

How is the decision made about what type and how much support my child will receive?

We make careful decisions by;

- ☑ Through AIM meetings, class teachers discuss alongside the Curriculum/Pastoral leaders and SENDCO the child's needs and what support would be appropriate.
- ☑ Different children will require different levels of support in order to bridge the gap to achieve age expected levels, and positive outcomes.
- ☑ This will be through on-going discussions with parents.

We will know if the support has had an impact by;

- ☑ Reviewing children's targets on Provision Maps/PCPs and ensuring they are being met.
- ☑ The child is making progress academically against national/ age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- ☑ Verbal feedback from the teacher, parent and students.

What specialist services and expertise are available at or accessed by school?

We have different levels of expertise internally and that we can draw upon externally:

Our SENDCO is a fully qualified teacher with a national award for SEN coordination
As a College, we work closely with any external agencies that we feel are relevant to individual student's needs within our school including: Behaviour Support Team, Health (GPs, School Nurse, Paediatricians, Speech & Language Therapists, Occupational Therapists), Social Services (Early Intervention, Social Workers) and Educational Psychologists.

What training have the staff supporting students with SEND had or are having?

We endeavour to update the training for staff by:

Teachers update their training with reference to specific new initiatives (e.g. specialist literacy and literacy base training etc) and based on pattern of need arising in new cohorts.