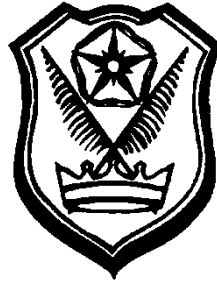


ST MARGARET CLITHEROW PRIMARY SCHOOL



We live to love, learn, respect
and follow Jesus who says,
“Love one another as I have loved you.”

Special Educational Needs & Disability Policy

Legal Status: Statutory
Version Date: September 2016
Last Review: September 2025
Next Review: September 2028
Responsible Person: Governing Body



A Rationale

At St Margaret Clitherow, our philosophy towards the provision of Special Educational Needs is integrated with our belief in the uniqueness of each individual pupil and our commitment to Christ's ministry as reflected in our Mission Statement:

"St Margaret Clitherow School lives to love, learn, respect and follow Jesus who says, "Love one another as I have loved you."

We believe that all teachers are teachers of pupils with SEND. All SEND pupils in our school should work within the classroom environment, where appropriate, having equal access to a broad and balanced curriculum which is relevant and differentiated, demonstrating progression and coherence. Pupils with SEND deserve an enhanced level of resourcing to meet their needs and all pupils can learn and progress, if only in very small steps at their own individual pace.

Additionally, we believe that more able pupils are also identified as having Special Educational Needs, although they fall outside the definitions of the SEND Code of Practice. Every effort is made to meet these needs through scaffolding and planning across the National Curriculum and the Early Years Foundation Stages.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014
- Keeping Children Safe in Education 2025

This policy reflects the consensus of opinion of the whole school staff (Teaching and support staff) and is written in conjunction with the Revised Code of Practice and guidelines provided by the LA.

It will be reviewed regularly to reflect:

- Changes in personnel and their roles and responsibilities.
- Changes in budget.
- Changes to the building. This will apply directly to internal and external features.
- Changes in local and national policy
- Targets set by the school.

It should be read in conjunction with all other school policies, particularly: Teaching and Learning, Keeping Children Safe in Education, Intimate Care, Supporting Child with Medical conditions, Accessibility and Equality policy. It is an essential part of all curriculum policies.

At St Margaret Clitherow Primary School, the Special Educational Needs Co-ordinator, known as Inclusion Manager, is Mrs Kailou.

Contact details: 0208 450 3631 or email admin@clitherow.brent.sch.uk

This policy can be accessed through the school website (www.clitherow.brent.sch.uk) or as paper copy, if requested, from the school office.

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff members are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

Aims and Objectives of this Policy

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of our SEND policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the Parent Partnership services. This information will be included on the school's website and at meetings with parents at an individual level; providing all information in an accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning

- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, some pupils who are identified as having SEND are invited to participate in:

- Individual Support Plan (ISP) reviews and setting of ISP targets
- Regular meetings with named adults
- Working with learning and emotional mentors
- Nurturing groups such as Social Skills groups, Art Therapy
- Annual reviews, where appropriate

Context

All children have a right to learn. For some children this will be more difficult than for others.

At St Margaret Clitherow Primary School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents/carers and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically, morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

Special educational provision under Section 21 of the Children and Families Act 2014. SEN Code of Practice (2014: Para 1.24)

Through our SEND policy we aim to

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- Ensure all pupils have every opportunity to achieve their full potential

We will achieve this by:

- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- Identifying those with special educational needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice

- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day-to-day basis
- Promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets needs, is value for money and leads to good outcomes.

Definition of Special Educational Needs

Taken from Section 20 of The Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Identifying Special Educational Need

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At St Margaret Clitherow Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. *Communication and Interaction*

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

2. *Cognition and Learning*

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. *Social, Mental and Emotional Health*

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration, ADHD or attachment disorder.

4. *Sensory and/or Physical Needs*

This includes children with a sensory impairment such as vision, hearing or, multi-sensory. A physical impairment.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

Supporting Children with SEND – A Graduated Approach to Support

Quality First Teaching is an entitlement for every child.

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching scaffolded for individuals is the first step in responding to pupils who may have SEND. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual scaffolded curriculum offer, to enable the pupil to learn more effectively. Whatever the level of difficulty the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

The support provided consists of a four – part process:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess: This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure support and intervention is matched to need, barriers to learning are clearly identified as well as being overcome and the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and in agreement with parents.

Plan: Planning is likely to involve consultation between the teacher, SENDCO, pupil and parents to agree the adjustments, interventions and support which are required; the impact on progress, development and or behaviour which is expected and a clear date for review. Parental involvement may be sought, where appropriate, to

reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support which is being provided, any particular teaching strategies/approaches which are being employed and the outcomes which are being sought.

Do: The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with Teaching Assistants to plan and assess the impact of support and interventions to ensure this links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review: Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Teachers will identify the specific support needed to address the pupils' weaknesses. A record will be kept of support and outcomes. Progress will be reviewed at Parents' Evenings each term and at pupil progress meetings with the Headteacher/SENCO. For these children a support plan will be drawn up identifying three or four targets, shared with parents, and identifying approaches to achieve these. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as *School Support*.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services. This stage involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received – this will be kept in the child's file and copied to the SENDCO.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, an *Individual Support Plan (ISP)* will be devised in consultation with parents and all those involved in the child's education and welfare.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, needs will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

Educational Health and Care Plan (EHCP)

Education Health and Care Plans (EHCP) are integrated support plans for children with Special Educational Need and Disability (SEND) from 0-25. This is issued by the Local Authority where necessary and is used by the school to plan SEND provision for children with severe and complex needs. The EHCP Plan is focused on achieving outcomes and helping children make a positive transition to adulthood.

The EHCP includes:

- A detailed profile of the child, their strengths and aspirations for the future;
- Any education, health and care need they have;
- The goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education;
- Any education, health and social care provision in place to meet their needs;
- A detailed annual support plan/action plan. Their plan sets out the goals for the pupil for the next year and the activities that everyone supporting the child will put in place to support them.
- The school will monitor annually and evaluate the effectiveness of its provision for pupils with SEND.

Supporting Children and Families

We listen to and act upon the concerns of parents. All staff members are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) available as part of the LA Local Offer and keep our school website up to date with relevant information. SENDIASS is available for all parents and carers of children who have SEND. SENDIASS can offer help, information and support. It aims to encourage parents to take an active role in

decisions about their child's education and encourage all those involved to work together for the benefit of the child.

The views of the child with SEND will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are. Further information can be found on the LA website about the Brent Local Offer, [**www.brent.gov.uk/children-young-people-and-families/send-local-offer**](http://www.brent.gov.uk/children-young-people-and-families/send-local-offer) which outlines service provision in the borough and support available to parents and children with SEND.

National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCO will make the necessary arrangements in line with statutory guidance along with the Year 6 teacher.

Transition

At St Margaret Clitherow Primary School we have 'meet the teacher' sessions during the Autumn term, to which parents are invited, enabling them to meet the new teacher, hear about the following year's curriculum and discuss any concerns. Parent workshops enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents' Evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to Secondary School have a planned transition programme. Less confident children can be accompanied to the Secondary School by a member of the support staff for a planned programme of additional induction. SENDCOs liaise and records are passed on.

Children entering school at age 4+, have the opportunity to visit the school before the beginning of the new school year. Pre-school providers involve the SENDCO and class teacher in pre-school meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Where appropriate the SENDCO or Early Years teacher will visit the child's nursery.

Managing Medical Conditions

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. Some children may also have special educational needs and may have an Education, Health and Care Plan which brings together their special educational, health and social care provision.

At St Margaret Clitherow Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Refer to policies for Health & Safety, Accidents, First Aid & Administration of Medicines, and Supporting children with Medical Conditions in school.

Facilities for Pupils with SEND

The school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes disabled toilets, changing and shower facilities. Staff members are highly trained and have experience of working with a wide range of external agencies.

External Agencies

The school works closely with the following agencies:

- Speech and Language Therapist (SALT)
- Occupational Therapists (OTs)
- Education Welfare Officers (EWOs)
- Brent Outreach Autism Team (BOAT)
- Brent Hearing Impaired Service (HI)
- Brent Visual Impairment Service (VI)
- Art Therapists
- Educational Psychologists (EPs)
- Clinical Psychologists within Brent Child and Family Mental Health Service (CAMHS)
- Brent Inclusion Support Service
- SENDIASS Officers

Admission Arrangements

The Governing body complies with the DSCF requirements on the admission of SEND pupils. Admission arrangements for children with an EHCP are dealt with and allocated by the Local Authority, subject to the school being able to meet their needs. If it is known that a child due to join our school has SEN, the Inclusion Manager and Headteacher will contact the current setting and arrange a transition meeting to observe and meet the child and parents, in order to obtain as much information about the child's needs as possible.

Roles and Responsibilities

The SENDCO

The SENDCO has responsibility for;

- The day-to-day operation of the school's Special Educational Needs and Disability Policy
- Liaising with, providing support and advising colleagues
- Liaising with external agencies including, educational, medical, social and voluntary services, as well as local authority (LA)
- Drawing up and revising the school's Provision Maps on a termly basis
- Managing the creation and review of termly Individual Support Plans
- Deployment of Learning Support Assistants

- Monitoring effectiveness of support programmes and interventions
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Overseeing records of all children with SEND
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Contributing to the in-service training of staff
- Liaising with SEND governor (s) and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEND support. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

Teachers

Teachers will be responsible for:

- Planning, providing high- quality teaching and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Ensuring that additional adults are deployed and used effectively within their classroom on a daily basis. This includes ensuring the adults have access to planning in a timely manner.
- For pupils who require an Individual Support Plan (ISP), teachers will ensure that they are reviewed and updated at least 3 times per year in collaboration with outside agencies (if involved) who are currently supporting parents and pupils.
- Communicating with parents/carers regularly to:
 - ❖ Set new outcomes and review progress towards them
 - ❖ Discuss the activities and support that will help achieve the set outcomes
 - ❖ Identify the responsibilities of the parent, the pupil and the school
 - ❖ Listen to the parents/carers' concerns and agree their aspirations for the pupils.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.

Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Parents/ Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

SEND Governor

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs and Disability at St Margaret Clitherow Primary School. All governors understand their duty of care.

The SEN Governors Mrs Mary O'Connell and Ms Michelle Bourne have responsibility to:

- Assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities
- Ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- Ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Be aware of the implementation and effectiveness of the school's policy by monitoring for example:

Training and Resources

Training needs are identified by staff themselves or by the SENDCO to meet the needs of children in school or those known to be coming into school.

All new teachers and staff undertake an induction which involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils.

The SENDCO regularly attends LA briefings and SENDCO Network meetings to keep up to date with local and national developments and to share best practice.

Monitoring and Evaluation

Pupils' progress is monitored by using our school's assessment systems, standardised tests (reading test, spelling test and verbal comprehension) as well as teacher assessment. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money.

Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEND review meetings, inform our work.

Promoting Mental Health and Wellbeing

The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

Pupils may be referred to specialist services for support with their needs. Where appropriate, the school will support parents in the management and development of their child. When in-school intervention is not appropriate, referrals will be used.

The school will continue to support the pupil as best it can.

For pupils with more complex needs, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- One-to-one or group therapeutic work with the pupil, delivered by trained staff.
- The school will consider whether disruptive behaviour is a manifestation of SEMH needs.
- The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher and the SENDCO. If the concern continues this should be referred to the Headteacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from SENDIASS.

For Complaints, refer to School Complaints Policy.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At St Margaret Clitherow Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

Next Review

September 2028