

## **Our Lady of Mount Carmel Roman Catholic Primary School**

### **Brief description of the school**

- Roman Catholic Primary School (ages 4 to 11)
- approximately 210 pupils on roll
- Our Mission Statement:

Our Lady of Mount Carmel Catholic Primary School is a community centred in Christ. Teaching is permeated by Gospel values and the traditions of our Catholic faith.

We seek to promote a happy, stimulating and caring environment in which each person is valued as an individual with unique talents. The curriculum and activities of the school are carefully framed so that each pupil may fulfil his or her potential and know success. Each will grow in awareness of his or her role within the family, the school and society and be sustained by a deepening relationship with God.

### **How we identify if your child may need additional help and/or has special educational needs (SEN)**

- The on-going process of observing, assessing and recording the progress of all children is used to identify children who are not making expected progress and who may have additional needs.
- This process includes reference to information provided by:

- baseline assessment results
- progress measured against the key stage descriptors and objectives in the new National Curriculum (shared at half-termly APP meetings)
- progress measured against P level descriptors
- progress measured against STAT Sheffield assessment indicator
- standardised screening and assessment tools
- an existing statement of SEN
- assessments by a specialist service identifying additional needs
- observations of behavioural, emotional and social development
- another school or LA which has identified or has provided for additional needs

### **How we involve parents and carers in meeting the needs of their child and in whole school developments**

- staff and parents/carers work together to support pupils identified as having additional needs
- parents/carers are involved at all stages of the assess, plan, do, review cycle of support
- half termly review meetings are held to discuss a child's strengths and areas for development with clear actions identified and ways in which outcomes will be monitored and reviewed
- ideas and materials for supporting learning at home will be discussed and distributed on request
- regular communication between school and home ensures that concerns are promptly acted upon

### **How we will involve your child in the planning and review of their support**

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

### How we match the curriculum, teaching and learning approaches if your child has SEN

- school ensures all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs
- learning opportunities are absorbing, rewarding and effectively differentiated and the teaching styles are diverse
- differentiation takes a variety of forms within planning. Learning intentions are always made explicit and activities may be adapted as appropriate
- children with sensory or mobility needs or specific learning difficulties access the curriculum through specialist resources where appropriate
- school ensures that extra curricular activities do not exclude any children

### How we provide additional support if your child has learning needs

As above.

### How we provide additional support if your child has social and communication needs

- children with social and communication needs access the curriculum through specialist resources where appropriate including structured support from specialist LSAs
- close liaison with specialist teachers and outside agencies is used to inform personalised support plans (assess, plan, do, review cycle)
- learning is effectively differentiated and the teaching styles used are appropriate to the needs of the child

### How we provide additional support if your child has physical, sensory and/or medical needs

- children with physical, sensory and/or medical needs access the curriculum through specialist resources where appropriate
- close liaison with specialist teachers and outside agencies (including outreach support from special schools) is used to inform personalised support plans (assess, plan, do review cycle)
- learning is effectively differentiated and the teaching styles used are appropriate to the needs of the child

### How we provide help to support your child's emotional health and well being

- pastoral support is available for children who may require it, usually being provided by a designated LSA
- quality circle time is used throughout school to allow children to share and discuss their thoughts and feelings about a range of issues
- class teachers plan half-termly for opportunities to teach key aspects of the PSHE curriculum

### How we promote developing independence

- children are encouraged to become as independent as possible both in class and outside
- support is given to children who require it but it is always appropriate to the needs of the child and the task being completed
- children with additional needs have opportunities planned for where they can work with growing independence

### How we measure and review your child's progress against their targets and longer term outcomes

- the on-going process of observing, assessing and recording the progress of all children is used to identify the progress they are making.
- progress could be measured by the following:
  - baseline assessment results
  - progress measured against the key stage descriptors and objectives in the new National Curriculum (shared at half-termly APP meetings)
  - progress measured against P level descriptors
  - progress measured against STAT Sheffield assessment indicators
  - standardised screening and assessment tools
  - statutory annual review of statement of SEN
  - half-termly pupil progress meetings
  - assessments by a specialist service identifying additional needs
  - observations of behavioural, emotional and social development

### How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEN

- we are a single site school, built on two levels with stairs from ground floor
- entrance to the building is through the main foyer which is suitable for wheelchair access
- there is one accessible toilet for children and adults on the ground floor
- there are no shower, changing or laundry facilities
- there are appropriate lighting and safety arrangements in place for all visually impaired pupils
- our classrooms provide good acoustic conditions so the effects of hearing difficulties are minimised
- children requiring specialist equipment are assessed to provide the resources they require
- details of our plans and targets on improving environmental access are contained in the Access Plan

### How we include children with SEND in the life of our school

- school ensures that extra curricular activities do not exclude any children
- the PSHE curriculum includes issues of disability, difference and valuing diversity

- library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability perspective. Priority is given to the ordering of books with positive images
- quality circle time is used for raising issues of SEN and other disability equality elements

### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

- the SENCo attends termly Inclusion network training sessions to inform of any future developments and needs for SEN provision
- in-service training and individual professional development are arranged to support the school development plan and staff's performance management targets
- current developments and school SEN issues are discussed regularly at staff meetings with specialist teachers providing input if required

### External support and expertise we can call upon to help us to meet children's need

- school regularly consults with health professionals. Concerns are initially brought to the attention of the school nurse by the class teacher / SENCo, and referrals are made as appropriate
- Social care and the Education Welfare Service will be accessed as appropriate. Class teachers will alert the SENCo/Head teacher if there is a concern they would like to discuss
- the Educational Psychologist visits school regularly following a termly planning meeting with the SENCo
- parents/carers are informed if any outside agency is involved

### How we prepare children to join our school

- Reception staff meet with FS1 staff for all children joining our school. Additional meetings are held for any children identified as having an SEN
- class teachers of children joining from other schools receive information from the previous school; if there is an SEN concern the SENCo will contact the school to further discuss the child's needs

### How we prepare children to move on from our school

- transition visits are arranged for all children when transferring to secondary school
- additional visits are arranged for children with SEN if appropriate
- the Year 6 class teacher liaises closely with Year 7 staff, including the SENCo, to discuss and pass on relevant information about any children transferring who will require additional support
- advice is sought from specialist teachers or outside agencies if additional support is needed through the transition process

### How we deploy our resources to meet the needs of children with SEND

- each year a whole school provision map is completed to show how resources are allocated for each class
- the provision map includes children identified as needing support, intervention programmes implemented, the frequency of support, LSA support and the outcomes of any interventions
- the provision map also allows school to calculate the cost of our SEN provision

**Contacts for more information**

**Head teacher/ Principal:** Mrs L Gamble

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**SEND Policies and SEN Information Report link(s):**

<http://www.ourlady Mountcarmel.doncaster.sch.uk/school-information/policies>