



## **Oratory R.C. Primary School**

The School Offer for children  
with Special Educational Needs and Disabilities  
September 2017

1 Who are the best people to talk to at the Oratory School about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Mrs O'Loughlin, the school SENCo (special educational needs coordinator). You may wish to arrange a meeting with the SENCo.
- If you continue to have concerns, arrange to discuss these with Mrs Griffiths, the head teacher.

2 How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a school day, and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3 How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disability?

- At Oratory School we believe it is very important for parents/carers to be involved in all of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may be experiencing with their learning.
- You will be able to share your views and discuss your child's progress at meetings with the class teacher and/or SENCo by appointment.
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and SENCo to discuss current progress, support strategies being used and expected outcomes.
- If your child has a *Statement* of special educational need or an *Education, Health and Care Plan* (EHCP) you and your child will be able to share your views at the Annual Review.

4 How does Oratory School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Oratory School we believe that your child's learning needs will first be met through the high quality teaching delivered by his/her teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Tri-borough Training and Outreach Team based at QE2 School.
- Individual training can also be arranged when necessary.

5 How will the curriculum and the school environment be matched to my child's needs?

- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary technology may be used to support your child's learning.
- Where the school is able, we will adapt the learning environment to support your child's needs.

6 What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match (as closely as is possible) the needs of the four broad areas of need as defined in the SEN Code of Practice 2014:

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

At Oratory School we have a three tiered approach to supporting a child's learning:

**Universal** – this is the quality first teaching your child will receive from his/her class teacher and may include adaptations to match learning needs. Teaching Assistants (TAs) can be timetabled to focus on children requiring additional support.

**Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any barriers to your child’s learning. This takes the form of a graduated four part approach of:

- a) **assessing** your child’s needs;
- b) **planning** the most effective and appropriate intervention;
- c) **providing** this intervention and;
- d) **reviewing** the impact on your child’s progress towards individual learning outcomes.

- Specific targeted one-to-one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise the disruption to the regular curriculum. You will be informed of your child’s progress towards the learning outcomes.

**Specialist** – It may be necessary to seek specialist advice with one-off sessions or blocks of specialist support from a professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy and specialist advisory teachers. However, for a very small number of pupils, access to these specialists may be through a statement of SEN or an EHC Plan.

**The current interventions provided at Oratory Primary School include:**

- Reading and phonics related support
- Spelling groups
- Handwriting support
- Writers’ Workshop
- Reading comprehension booster
- Maths booster sessions
- Social and emotional groups

In addition, we respond to the particular needs of a child, at any given time, and endeavour to provide the intervention, resources and staff training, as required.

**7 How will you support my child to reach his/her learning outcomes?**

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child’s progress and work with the class teacher and provide resources, and advise them with adapting their planning.

**8 What is an EHC Plan and who can request one for my child?**

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain:

- the views and aspirations of you and your child
- a full description of his/her special educational needs and any health and social care needs
- establish outcomes for your child's progress
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You or the school, usually the SENCo or headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

#### 9 How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have the opportunity to meet with other professionals involved in supporting your child.

#### 10 How is support allocated to children and how do they move between different levels of support in school?

- The Oratory receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The head teacher, in consultation with the school governors, decides the budget for SEN provision on the basis of needs of the children in the school.
- The headteacher, and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- The process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

#### 11 How will the school know that the support has made a difference to my child's learning, and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would benefit your child.

- You and your child will be kept informed and encouraged to be actively involved in all stages of this support.

12 What support will there be for my child's happiness and well being at Oratory School?

- At Oratory School we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular, your child's class teacher, the teaching assistants and the SENCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.

13 How is my child included in all the same activities as his/her peers at school?

- The Oratory School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary, the school will make all reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14 How will Oratory School support my child in transition stages?

- We liaise with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Oratory School we take care to ensure that during transition points (between classes each year, and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- The Oratory School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- If your child has an EHC Plan, we will participate in, and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15 Who can I contact if I have a complaint about the SEN Provision made for my child?

- Initially speak with your child's teacher and/or the SENCo. Hopefully they will be able to address your concerns.
- You can then contact the head teacher, who may direct you to the school's Complaints Policy and Procedure.

16 If I have any other questions about my child at Oratory Primary School, who can I ask?

At Oratory School we are very happy to speak to you about any aspect of your child's education. It is best to speak to one of the following in this order:

- The class teacher
- The SENCo
- The head teacher