



## Special Educational Needs and Disability Information Report

<b>Date:</b>	June 2019	<b>Review:</b>	June 2020
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The intention of the local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

### What kinds of special educational needs does the school provide for?

At St. Margaret Ward Catholic Primary School, we are a fully inclusive school and provide support to children with a diverse range of special educational needs (SEN). The most common types of need identified in our school at present include Speech and Language Difficulties, Social and Communication Difficulties (including Autistic Spectrum Disorder (ASD) and Mild/Moderate Learning Difficulties. We also cater for children with Physical and Medical Needs, Social, Emotional and Mental Health Needs (including behavioural difficulties) and Specific Learning Difficulties (including Dyslexia).

We pride ourselves in offering the best possible learning opportunities for all children, regardless of their level of need, from mild learning difficulties all the way through to children whose needs are additional and complex. We also work hard to intervene at an early stage, and provide support and interventions to pupils for whom we have minor concerns, with the expectation that their difficulties will not escalate to becoming a special educational need.

No child will be refused admission to school on the basis of his or her special educational need. We do not discriminate against children with SEN and/or disabilities and we will take all reasonable steps to provide effective educational provision. Regardless of SEN or disability, a child will be offered a place within the family of St. Margaret Ward RC Primary School if they fulfill Trafford's admissions criteria and a place is available within their age group.

We use the following official definition of SEN, according to the most recent SEN Code of Practice (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 him or her." According to the SEN Code of Practice (2014), a child has learning difficulties if he/she:

- "has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools".

Special educational provision means "...educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools..." (SEN Code of Practice, 2014).

A child can be considered to have a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Equalities Act, 2010).

We do not consider children for whom English is not their first language as having SEN, but we do acknowledge that special provision may be required for a pupil in order to overcome language barriers to learning.

### How does the school know if children need extra help?

#### What should I do if I think my child may have special educational needs?

At St. Margaret Ward Catholic Primary School, we identify children as requiring extra help via the following main routes:

- A class teacher voices their concerns to our Special Educational Needs Coordinator (SENCO) about the poor attainment or progress of a child and/or other difficulties that pose a barrier to the child's learning (e.g. speech and language difficulties, behavioural issues);
- A parent raises concerns with the class teacher or school SENCO, about the progress of their child and/or any difficulties that they perceive to be preventing their child from learning;
- Systematic tracking of school assessment data by the school SENCO and Senior Leadership Team, identifying any children who are falling behind the attainment of their peers and/or making inadequate progress.

We hold formal SEN reviews three times a year (although teachers and parents are welcome to voice their concerns at any time in the school year), at which point the teachers are asked to identify any pupils in their class for whom they hold concerns regarding any of the four areas of SEN:

- Communication & Interaction Difficulties (e.g. speech and language delays, autistic spectrum disorders);
- Cognition & Learning Difficulties (e.g. dyslexia, moderate literacy and numeracy difficulties);
- Social, Emotional & Mental Health Difficulties (e.g. attention deficit hyperactivity disorder, behavioural concerns);
- Sensory and/or Physical Needs (e.g. sight or hearing impairments, long-term medical conditions).

Once reasonable concerns have been raised with the school SENCO, the following process ensues:

- The class teacher (with the SENCO, if necessary) arranges a meeting with the child's parents, to discuss their concerns. This gives parents the opportunity to share reasons why their child is having difficulties (e.g. disruption at home, illness, etc).
- Occasionally, it may be necessary to perform a more thorough assessment of a child's needs before deciding the best course of action and intervention. Following discussion with a child's parents, the SENCO (or an external provider, e.g. speech and language therapist, SEN consultant) may assess the child's needs further through classroom observation of the child, diagnostic screening tests, standardised assessment tools or recording/monitoring of the child's behaviour over a period of time.

- The child is placed at the appropriate level of intervention, according to their level and type of need (as agreed by the class teacher and SENCO), and the necessary interventions are put into place, in consultation with the child's parents.
- Once the child is placed at the appropriate level of intervention, the class teacher writes a set of targets jointly with the child (in consultation with the SENCO, if necessary), which are shared with the parent at parents' evening. All children in the school receive a target sheet three times a year, but for children with SEN, additional targets are added to account for their specific needs (these "target sheets" are more child-friendly, and have replaced the traditional Individual Education Plans (IEPs) in our school).
- If specialist advice is required, the SENCO will discuss this with the child's parents and then refer the child to any agreed services (only with parental permission).
- The progress of the child and effectiveness of the interventions will be assessed and discussed each term with the child's class teacher: with the pupil at their individual pupil progress interview and with the parents at parent's evening (which coincides with our termly SEN reviews). Alternatively, parents can make an appointment to see the school's SENCO if they have wider concerns regarding their child's SEN.

As a parent, if you are concerned about your child's progress in school or any aspects of their development that you feel might pose a barrier to their learning in school (e.g. behavioural concerns, speech and language issues, physical or medical needs, etc), your first point of contact is the child's class teacher. Following this, you (or the child's teacher) might wish to discuss your child's needs further with the school's SENCO (either with or without the child's teacher present). You can arrange an appointment to see the SENCO by calling school on 0161 969 9852 or send an email to [stmargaretward.admin@trafford.gov.uk](mailto:stmargaretward.admin@trafford.gov.uk)

We consider the early identification of children's needs (and therefore early intervention) to be of utmost importance, and hence there should be no delay in making any necessary special educational provision. Early action is therefore required to lessen the potential for a minor difficulty to give rise to a learning difficulty and subsequent loss of self-esteem, frustration in learning and possible behaviour difficulties.

### How will both you and I know how my child is doing?

At St. Margaret Ward Catholic Primary School, we believe that monitoring pupil progress is crucial in aiding a child's development. We monitor pupil progress in the following ways:

- Regular and systematic tracking of pupil assessment data;
- Termly pupil progress meetings between the class teacher and senior leadership team, in which the progress, attainment and needs of all children in the class are considered;
- Standardised testing and assessments (e.g. to gauge spelling age and reading age);
- Monitoring of progress towards the targets set in their SEN target sheet;
- Termly SEN reviews between the SENCO, Pastoral Lead and Headteacher.

As a parent, it is essential that you are kept fully informed of your child's progress and work in partnership with our school to achieve the best possible outcomes for your child. You will be notified of your child's progress, attainment and needs via the following routes:

- Parents' evenings, which are held in October/November and March/April;
- Annual end-of-year written report to parents;
- Updated Pupil Provision Maps;
- The class teacher and/or SENCO will invite you to meet with them as and when it is felt necessary (e.g. changes to interventions, development of new needs, discuss results of a diagnostic screening test, etc);
- Correspondence relating to intervention programmes in school.

We also have an "open-door" policy at our school, and you are welcome to briefly check on your child's progress when you have the opportunity to see their class teacher at the end of the school day. For a lengthier discussion of your child's progress in school, you can make an appointment to see the child's class teacher and/or SENCO at any time of the school year.

If your child has been referred to other external services (in agreement with yourselves as parents), then these agencies will contact you by letter or phone call to update you on your child's progress (e.g. through a speech and language therapy report, results of a thorough diagnostic dyslexia test, educational psychology report, etc). We work closely with these agencies, and they will usually visit your child in school. Copies of their reports and correspondence are also sent to school.

If your child has an Education, Health and Care (EHC) Plan, you will receive the same updates about your child that all parents are entitled to in our school, but you will also be invited to attend an annual review meeting, in which your child's progress and the provision/funding that is in place for them is formally assessed. This meeting is attended by yourselves, the child themselves (if appropriate), relevant members of school staff, any agencies who support your child and a representative from the SEN Assessment Team (if required). All those who attend the meeting are invited to provide their views on the child's progress and provision prior to the meeting. All views are held with equal importance and form the basis of the discussion at the annual review meeting.

### How will the curriculum be matched to my child's needs?

As an inclusive school, all our teachers understand the importance of matching the curriculum according to the needs of every child in their class, regardless of SEN or disability. Our teachers plan engaging lessons with all pupils in mind, with a differentiated range of learning activities that account for different learning styles and abilities in the classroom. The curriculum will be adapted, where is required, as will the learning environment.

As the range SEN is so diverse and the needs of each child are so unique, it is not possible to provide a fully exhaustive list of the means by which we differentiate our curriculum to cater for individual pupils. However, to gain an idea of how we adapt our curriculum and teaching and learning opportunities for pupils with SEN, please see below a sample of existing means by which we currently adapt our curriculum:

- General differentiation during teaching component of lesson, e.g. giving pupils with SEN the opportunity to chat to a partner before sharing their ideas, simplified language and/or questioning;
- General differentiation of learning tasks, e.g. writing frames/mind maps to support children with poorer writing skills, less complex calculations or simplified word problems;
- Support from staff (teacher or teaching assistant) during the teaching or learning components of a lesson, either on a 1:1 or small group basis, as appropriate;
- Access to resources to support general learning, e.g. phonics/word mats to aid spelling, additional maths apparatus or visuals;
- Access to resources to support learners with specific difficulties, e.g. coloured overlays for dyslexic learners, visual timetables and resources to support pupils with speech and language difficulties;
- Access to auxiliary aids, e.g. special pencil grips or writing slopes for pupils with less-developed motor skills, ergonomically-designed furniture;
- Access to assistive ICT, e.g. Clicker 6 software to aid writing process for pupils with literacy difficulties, use of i-Pads with SEN Applications;
- Provision of visual resources to support the learning of pupils with speech and language difficulties;
- Incentives to promote positive behaviour reinforcement, e.g. behaviour 'star' charts, "time-out" opportunities.

As indicated earlier, this is by no means an exhaustive list of the ways in which we adapt our curriculum to suit the needs of each learner. If you have a particular query in this regard, please contact your child's class teacher in the first instance, or if your child is yet to attend our school, please contact the school's SENCO or Headteacher.

We further support children with SEN by offering an extensive variety of interventions (see section 6).

### How will school staff support my child?

All the teachers at St. Margaret Ward Catholic Primary School understand that it is their responsibility to cater for the special needs of the children in their class on a daily basis. Your child's teacher will plan lessons which are differentiated according to the specific needs of all pupils, in which all children have the opportunity to achieve the objective of the lesson. The class teacher is responsible for monitoring the progress of every child in their class and raising any concerns about a child with both the school's SENCO and the child's parents, should the need arise. The class teacher themselves will regularly support pupils with SEN during their learning activities and teach small groups of pupils with SEN during lesson time.

We also benefit from a wealth of expertise in our support staff at St. Margaret Ward Catholic Primary School. Children benefit from Teaching Assistants who both offer support in the classroom and deliver interventions across the school, as directed by class teachers and the SENCO. We also benefit from a SEN Intervention Teacher who delivers interventions to a number of our pupils, as advised by the school SENCO. There are also several SEN Teaching Assistants in our school, whose role it is to support individual pupils with a Statement of SEN or an Education, Health & Care (EHC) Plan on a 1:1 basis.

Class-based TAs may support children with SEN during lesson time as part of a small group or on a 1:1 basis or provide SEN interventions themselves at the class teacher's discretion and under their direction.

Our school SENCO, Mrs Ezgu, is responsible for the coordination of SEN provision across the school. The SENCO is responsible for the creation of policies and procedures relating to SEN across the school, and ensuring that these policies and procedures are followed by all staff. Along with the senior management team, the SENCO monitors the progress of pupils using the school's assessment data and identifies individual pupils and groups who are making less than satisfactory progress. In collaboration with class teachers, parents and children themselves, the SENCO ensures that the correct support and interventions are put in place for pupils with SEN. The SENCO is the key point of contact for queries relating to SEN in the school, and is responsible for liaising between and mediating with school staff, parents, external agencies and other services. The SENCO is also available to provide advice to staff on individual pupils with SEN and advise on the best provision available. The SENCO maintains SEN resources within the school and for ensures that any training needs relating to SEN amongst the staff are met. It is the responsibility of the SENCO to ensure that the school is compliant with the latest developments in SEN and to provide timely updates regarding SEN to the Headteacher, Governors and senior leadership team.

Mr Hughes, the Headteacher, oversees the progress of all children and works closely with the SENCO, senior leadership team and all staff to ensure provision is in place to meet the needs of all our children. We also have a named SEN Governor at school, Mrs Denise Brereton, who is aware of the school's SEN policies and procedures and with the Headteacher, oversees that these policies and procedures are implemented and reviewed regularly.

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

At St. Margaret Ward Catholic Primary School, the class teachers and SENCO review the progress of pupils with SEN each term, during the SEN reviews. During this time, we review the progress, attainment and development of these pupils in relation to their SEN and accordingly make adjustments to the level of provision that they receive, if necessary. At this stage, we also review the effectiveness of the interventions and support that the child receives, and make alterations if required. As a parent, you will be kept fully informed of any changes to your child's SEN status and/or the provision that they receive.

When it is felt that a child has SEN, at the next SEN review (or sooner, if necessary), a decision is made about the level of provision that they require in line with the Trafford Graduated Approach. This decision is made jointly by your child's class teacher and the SENCO. You will receive notification of this by the SENCO, but we are happy to discuss these decisions further with you.

The categories of SEN that we have at our school are as follows:

- **School Support:** A child may be placed at School Support if they are working below the level expected for their age over a prolonged period, making slower progress than required, experiencing significant difficulties in particular areas of learning or have particular needs which create a barrier to their learning (e.g. poor attention, speech and language difficulties, etc). At this stage, the child is now on the official SEN Register. They will receive a number of interventions in school, usually as part of a group, in order to address these difficulties and close the gap between their attainment and that of other children in their class.
- **Education, Health & Care (EHC) Plan:** A child with an EHC Plan has special educational needs which are long-term and affect their ability to access the mainstream curriculum. These children may have a disability (a physical or mental impairment which has a substantial and long-term effect on their ability to perform day-to-day activities) or a significant learning difficulty. These children are also on the official SEN register. In order to access the mainstream curriculum, these children require individual provision which caters for their specific needs, often in the form of 1:1 support from a Teaching Assistant.

The type of support that your child would receive depends very much on their specific needs and is decided by your child's class teacher and SENCO. You will be kept informed of which interventions are being offered to your child either by permission letter from the SENCO or through informal discussion with your child's class teacher.

Please see below a list of the four main SEN types and examples of the different interventions and provision that is currently in place for children with these difficulties (please note that this is not a fully exhaustive list of our interventions – these are added to as and when the need arises and all classes also have their own programme of in-class support that your child may also access):

- **Communication & Interaction Difficulties:** Circle time sessions (improve social interaction and/or speech & language skills), Social Skills board games, Gardening nurture/social skills group, lunch time groups, Visual timetables and prompt cards, Use of visual resources in classrooms to support understanding, Language groups, Vocabulary banks and books.
- **Cognition & Learning Difficulties:** Earlybirds booster group for literacy and/or numeracy (Years 3, 4 and 5 only), Year 6 literacy and numeracy teacher-led booster group, Additional phonics/spelling/mental maths sessions, Daily Reading, Quest literacy group (Years 3 & 4 only), Working memory groups, Fischer Family Trust reading scheme, SEN Teacher-led Writing intervention programme, Access to software and ICT to support writing processes (e.g. Clicker 6), Provision of i-Pads with SEN Apps, Access to SEN-specific resources (e.g. coloured overlays, phonics mats, word mats), Numicon SEN intervention programme.
- **Social, Emotional & Mental Health Difficulties:** SEAL (Social & Emotional Aspects of Learning) nurture groups, lunch clubs, Social skills circle time, Individual behaviour charts and incentives, Social Stories.

- **Sensory and/or Physical Needs:** Access to auxiliary aids (e.g. writing slopes, pencil grips), i-Pad Apps to develop fine motor skills, Fine motor skills/handwriting group.

### How will my child be included in activities outside the classroom including physical activities and school trips?

St. Margaret Ward Catholic Primary School is a fully inclusive school and your child will therefore be involved in all aspects of school life, including sporting/physical activities and off-site visits, regardless of SEN, disability or medical conditions. We will make reasonable adjustments to ensure that your child can access all aspects of school life and participate in all visits and activities at their own level.

The provision that will be made for your child in order that they can access physical activities and off-site visits depends very much on the specific needs of your child and the activity in question. When planning an off-site visit, class teachers will account for the needs of every child in their class, particularly those with SEN, disabilities and medical conditions and arrangements will be made to cater for their needs in relation to transport, access to medication, adjustments to activities and the support provided during residential trips. If your child has additional and complex needs or specific medical needs that are addressed in an Individual Healthcare Plan (IHP), then the class teacher may wish to meet with you (along with the SENCO or Headteacher, if necessary) to discuss the best way to meet your child's needs. Indeed, it is also important to gauge the views of your child when planning physical activities and off-site visits, as we do not wish to unwittingly cause any embarrassment that might be caused by making special adjustments for them.

### What support is there for my child's overall well-being?

St. Margaret Ward Catholic Primary School is a Catholic family community in which all staff genuinely care for the wellbeing of each individual child and recognise the importance of nurturing the whole child. Our children are made to feel safe in our school and are encouraged to voice their concerns with the member of staff that they feel most confident with.

We recognise that children with SEN and/or disabilities may experience negative feelings about themselves and often loss of self-esteem. We pay particular attention to the wellbeing of children with SEN and/or disabilities, and address any concerns through the interventions outlined in Section 6 (e.g. social stories, circle time, nurture groups, etc). We have a Pastoral Manager, Mrs Murphy, who supports children's emotional well-being.

Any child with a long-term medical condition who may require personal care or administration of medicines at school will have their needs met through the implementation of an Individual Healthcare Plan (IHP). An IHP is written collaboratively with the school SENCO, the child's parents, the child themselves (if appropriate), relevant school staff, the school nurse and any necessary healthcare professionals. This ensures that all children with medical needs are having their needs fully met within school, in a way that is supported by the child's parents and as recommended by healthcare professionals, and outlines any emergency procedures. If you consider your child to have a medical

condition that might pose a barrier to their learning, please arrange to see the school SENCO to discuss this further. If your child requires medication during school hours, please visit our school office to obtain a permission form for staff to administer medication (although where possible, parents ought to arrange for medication to be taken outside of school hours).

We promote positive behaviour at St. Margaret Ward Catholic Primary School, and consider praise and incentives for good behaviour to be far more effective than focusing on negative behaviour (although children are still accordingly reprimanded for poor behaviour). Good behaviour is promoted by giving Dojo points to the children's individual avatar, resulting in a special treat at the end of each term. Each class follows the school's behaviour management strategies, which favour the promotion of positive behaviour. The weekly Headteacher's Award, Star of the Week, Heart of Gold, VIP top table (lunchtime) and hot choc Friday are also given to children who show exemplary behaviour. If your child's teacher has a concern regarding behaviour, they will arrange to meet with you so that any possible causes for a change in behaviour (either at home or at school) can be discussed. Likewise, if you have a concern regarding your child's behaviour or if you have noticed changes in their behaviour, please discuss this with your child's class teacher (or Headteacher, as appropriate).

If your child is presenting with difficult or challenging behaviour at home, you might find it useful to discuss this further with the Headteacher and/or the SENCO. We may be able to offer you advice concerning local services available in the community that can offer you support as a parent or recommend agencies that might be able to give professional advice regarding your child's needs at home. If staff have a serious concern regarding the safety and wellbeing of a child, they understand that they have a responsibility to voice these concerns immediately to our Designated Safeguarding Lead in the school, Mr Hughes.

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

From time to time, it might be appropriate to refer a child to local specialist services in order to gain a fuller assessment of the child's needs or to obtain expert advice as to how best to cater for a child's needs. If the SENCO feels that it is necessary to refer your child to any specialist services or agencies, this will always be discussed with you beforehand and your permission obtained. Indeed, if you feel that your child would benefit from accessing any additional services, please discuss this with the SENCO.

We currently regularly access the following local specialist services:

- SENAS (Trafford's SEN Advisory Service) who support pupils with the following needs: Physical & Medical, Social & Communication (including autistic spectrum disorders), Down's Syndrome & Early Years, Specific Learning Difficulties (including dyslexia);
- Speech & Language Therapy;
- Educational Psychology;
- Behaviour Outreach Support Team;
- School Nurse Team;

- Healthy Young Minds previously known as CAMHS (Child & Adolescent Mental Health Service);
- Occupational Therapy & Physiotherapy.

Our SENCO also keeps parents up-to-date about local external services and charities that may be of benefit to their children and their families, e.g. the South Manchester Down's Syndrome Support Group and National Autistic Society.

### What training has there been for the staff supporting children with SEN and/or disabilities?

Our SENCO attends the termly SENCO forums run by the local authority, ensuring that the school has up-to-date information about SEN provision. The SENCO also attends any training that relates to current issues/changes in SEN or on any themes that are felt to be beneficial to the school, and coordinates staff training in SEN on a whole-staff and individual basis.

Our teaching staff are well trained in catering for the needs of pupils with SEN, and will discuss their training needs with the SENCO if they feel that they require further support. Over recent years, our teaching staff have received INSET training or staff meeting time dedicated to the following themes: SEN reviews and IEP (target sheet) writing, Signalong, Clicker 6 software, supporting pupils with difficulties in working memory, effective use of teaching assistants, identifying and supporting the needs of pupils with autistic spectrum disorders, identifying and supporting the needs of dyslexic pupils, assessing the impact of interventions and provision mapping.

One of our Teaching Assistants has received CPS training in dyslexia and is our TA specialist in supporting pupils with dyslexia. Teaching Assistants have undergone Elklan and other Speech and Language training, and specialise in supporting pupils with speech and language difficulties.

Training and continuous professional development is held in high regard at our school and we take pride in having highly skilled staff support our pupils. Individual Teachers and Teaching Assistants have also recently received training (in order to address particular areas of need) in the following: Supporting pupils with Down's Syndrome, identifying and supporting pupils with autistic spectrum disorders, Clicker 6 software, Numicon SEN intervention, High 5 literacy intervention programme, attachment theory and speech and language (supporting and enhancing communication). External agencies are also happy to share best practice with teachers and teaching assistants when they visit school.

Our SENCO is happy to provide advice to all our staff regarding the best provision for pupils with SEN and will also seek professional advice and recommendations from external services where necessary. We also have a number of reference books in our SEN resource area to provide staff with tips and strategies for supporting pupils with SEN.

### How accessible is the school environment?

At St. Margaret Ward Catholic Primary School, we are prepared to make reasonable adjustments to allow the building and surroundings to be more accessible to individuals with SEN and/or disabilities. We take recommendations and advice from Trafford's SEN Advisory Service (SENAS) regarding matters of accessibility for individuals, and ensure that we are fully compliant with the latest Disability Discrimination Act.

St. Margaret Ward Catholic Primary School is on a level site, with wheelchair access points to allow entry in all sections of the school building. Low-level steps (with handrails) are found to gain entry to the school hall, however, wheelchair users can access the hall from a separate external door. There are toilet facilities with handrails for both adult and child users.

We ensure that children with SEN, disabilities or medical conditions all have full access to the school curriculum (see Section 4) and that all children are able to participate at their own level in physical activities and off-site visits (see Section 7). If a child has visual or auditory difficulties, we will work with Trafford's Sensory Impairment team to ensure we are doing everything we can for the child.

If a parent has literacy difficulties themselves, we are happy to verbally provide information to them or talk through any correspondence that is intended for them. Parents for whom English is not their first language who may encounter communication difficulties at school are invited to bring their own interpreter from home (usually a family member or the child themselves) to aid their understanding when meeting with school staff. If parents are unable to arrange their own interpreter, we would look to our school staff initially to aid with interpretation, or contact the local authority to provide an interpreter.

For more detailed information regarding issues of accessibility, please refer to our school's Accessibility Plan, which can be found in the SEN section of our school website.

### How are parents and children themselves involved in the school?

Home-school communication is regarded highly at our school and we understand the importance of working in partnership with parents to achieve the best outcomes for our children. We operate an 'open door' policy, in which parents are encouraged to briefly discuss matters of concern at the start/end of the school day with their child's class teacher, Mrs Murphy the school's Pastoral Manager or the Headteacher (if appropriate and he is available). For issues that may require a lengthier discussion, please contact school to make an appointment to see your child's class teacher, the SENCO or the Headteacher, as appropriate.

We communicate with our parents in a number of methods: via whole school/class letters, emails, using our texting service, via our new school website (which includes a webpage for each class). If you require special arrangements to be made regarding school communication, please ask at our school office.

Each class holds two parents' evenings, in which you can discuss your child's progress and needs with your child's teacher, and you will receive a formal written report on your child at the end of the school year.

Supporting your child in completing their homework is a useful means of involving yourself in their education. In each class, homework is differentiated according to the ability of each child. Regular daily reading with your child at home will help them to make immeasurable progress. Homework expectations vary between classes and are outlined by class teachers at the start of each year.

Parents of pupils with SEN receive regular correspondence from the SENCO via letter at the time of SEN reviews, informing them of their child's SEN status in the school. Target sheets that accompany this correspondence give parents strategies and ideas as to how they can also support their child at home. Parents of pupils with a Statement of SEN or an EHC Plan are invited to a formal annual review meeting, during which the progress, needs and provision in place for their child are assessed and amended, if necessary.

We also welcome the support of parents on a voluntary basis and currently have a number of parent volunteers who are involved in listening to children read at school, operating the school library, assisting on school trips, providing administrative support to teachers and contributing to DIY projects around the school. Our "Friends of St. Margaret Ward" is a group of parents, parishioners and friends of the school who arrange fundraising events to support our school. We also always receive excellent support from parents at school events, such as class assemblies, class/whole school masses, school productions, Christmas/Summer fairs, school discos and all fundraising events.

One of the most effective means of improving pupil performance is to involve the child in their education and help them to take responsibility for their own learning. Our children are therefore fully involved in setting targets for themselves (both SEN and non-SEN pupils) at their termly pupil progress interviews with their class teacher. The views of pupils with a Statement of SEN or EHC Plan are also sought prior to their annual review meeting, which they are also invited to attend (if appropriate).

Our children have ample opportunities to involve themselves in the wider life of the school. We have a School Council and an Eco Council who meet regularly to voice the opinions of the children in their class. Children are also encouraged to involve themselves in the extra-curricular activities that we offer at school, including after-school football, gymnastics, dance and lunchtime activities such as our sewing club, gardening group and prayer club. All children are welcome at any of our extra-curricular activities.

### Who can I contact for further information?

If your child is already in our school, their class teacher is your first point of contact for queries relating to your child. If you have further concerns relating to your child's progress, SEN or the provision that is made for them at our school, please arrange an appointment to see the school SENCO by calling school on 0161 969 9852 or emailing [stmargaretward.admin@trafford.gov.uk](mailto:stmargaretward.admin@trafford.gov.uk) .

If you are considering applying for a place for your child in our school or transferring your child to our school and you have a query relating to SEN, please call or email school (as above) and your query will be addressed by either the SENCO or Headteacher. You are welcome to visit our school (by appointment), where you will have the opportunity to discuss your child's needs further with the SENCO and/or Headteacher.

**SENCO:** Mrs S Ezgu - *Please call school on 0161 969 9852 or email [stmarqaretward.admin@trafford.gov.uk](mailto:stmarqaretward.admin@trafford.gov.uk) and you will be redirected accordingly).*

**Headteacher:** Mr J Hughes - *Please contact school for further information).*

The full local offer of services available in Trafford can be found at [www.trafford.gov.uk/localoffer](http://www.trafford.gov.uk/localoffer) or by contacting the Family Information Service on 0161 912 1053 or [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk).

### How will the school prepare and support my child to join the school, transfer to a new school or for their next stage of education and their life?

The transition process at whatever stage of a child's education can be a daunting prospect for both pupils and parents, either when moving classes or to an entirely new school. For children with a Statement of SEN or an EHC plan who are moving classes, the SENCO arranges a meeting later in the summer term between herself, the child's parents, the existing class teacher, next year's teacher and any support staff who work with the child. At this meeting, we discuss the child's needs in detail and what strategies, resources and interventions are working for the child, so we can ensure a continuation of good progress when the child moves into the next year group.

When children move between classes, all information and files on pupils (with SEN or not) are passed on from the existing teacher to the new class teacher in a transition meeting. SEN is a key focus in these transition meetings and class teachers are required to discuss the needs of all pupils with SEN and the interventions, strategies and resources that they have found to be beneficial.

For a child with an EHC Plan who is transferring to a new school or their secondary school, in collaboration with the child's parents and the child themselves, our SENCO works closely with the SENCO and class teacher at the new school to ensure a smooth transition. This generally involves a meeting of the two SENCOs to hand over relevant information on the pupil and discuss how best to make the transition as comfortable as possible. Children (including non-SEN pupils) who are anxious about starting their new school may require a transition book which answers questions that the child may have about their new school and environment. Extra visits to their new school are planned for these children (often accompanied by staff from our school), and their new teacher/SENCO will be invited into our school to see the child in their current setting.

If your child is transferring to us from another school and they are known to have SEN (or you suspect that they might have SEN), it is important that you make the Headteacher aware of this as soon as possible. This will enable our school SENCO to liaise with the SENCO at the previous school, so all the necessary paperwork and information on the child is passed on. This helps us to facilitate a smooth

transition for your child and gives us time to put in place the necessary provision before his/her arrival at our school. Likewise, if your child is starting school in our nursery or reception class, it is essential that you inform the Headteacher of any particular needs that your child might have, so that we can arrange the correct provision for your child in advance of them starting at our school.

### What other support is available?

Trafford council also provide other services that may be of use to you, for instance, Parent Partnership Service, SENAS team and Educational Psychologist. Find out more about the local offer of support which is available for disabled children and young people and those who have SEN in Trafford by visiting [www.trafford.gov.uk/localoffer](http://www.trafford.gov.uk/localoffer) or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk)

Twitter: [@traffordfis](https://twitter.com/traffordfis)

Facebook: [www.facebook.com/traffordfis](http://www.facebook.com/traffordfis)