

Mount Carmel RC Primary School Local Offer.

Our School Mission Statement.

**At Mount Carmel R.C. Primary School, we are
grateful to welcome each child,
as loved by God.**

**Proclaiming Christ's message of hope,
we live as a caring family of faith
and in mutual respect.**

**We celebrate our uniqueness,
embrace our differences,
Create space for forgiveness
and journey towards a shared understanding of
God's plan of love for each of us.**

**Because our children are
listened to and valued,
they feel they belong
and thus continue to achieve and grow.**

**Our Lady of Mount Carmel
smiles on her children here each day!**

Teaching and Learning

At Mount Carmel children are identified as having SEND (Special Educational Needs or Disabilities) through a variety of ways including the following-

- Liaison with the previous setting
- The child performs at below age expected levels
- Concern raised by parent
- Concern raised by teacher
- Liaison with external agencies
- Information received through health i.e. paediatrician

Parents are always welcome to contact their child's class teacher in the first instance to raise concerns.

Supporting Children

The SENCo (Special Educational Needs Coordinator), Mrs Watson oversees all support and progress of children requiring additional support across the school.

The class teacher is responsible for overseeing, planning and working with each child in their class with SEND and ensuring that progress is being made. All work within class is pitched at an appropriate level so that all children are able to access according to their needs. TA (Teaching Assistant) support might be made available according to need and the teacher is responsible for overseeing this support.

Progress

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. All children are tracked termly at Pupil Progress Meetings. A combination of senior staff, including the Head teacher and SENCo attend every meeting with each class teacher in turn and the progress of every child in the school is reviewed.

At this point children who are not making expected progress are highlighted and discussion takes place as to ways forward for that child. This might result in additional support being offered or adapting teaching to try a new approach. The children's emotional needs are also considered and school is very responsive to any possible emotional issues, which might be impacting on progress.

Children who arrive in school without English as their first language are assessed and leveled using a Step System and monitored to ensure appropriate progress is being made.

Communicating with Parents

The class teacher will meet with parents in the autumn and spring term (as part of Parent's Evening). A written report is also produced once a year.

If your child has complex needs and has a Statement or Education Health and Care Plan (EHC Plan) an annual review will be held, but it is more likely that two reviews (one of which will be an interim review) will be held each year. The SENCo also plans meetings at the end of the school year for parents of children who are receiving regular additional support. This is an opportunity to plan for the following year.

School offer an open door policy where parents are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is progressing. We are also happy to have telephone conversations with you to discuss progress. This is important, especially if your child has complex needs.

If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have their individual targets. A copy of the IEP is sent home termly and parents are welcome to discuss the targets with the teacher if clarification is needed. The teachers review the targets before setting new ones.

Children's emotional Needs

We are an inclusive school and we celebrate and welcome diversity. All staff believe that a child's self esteem is crucial to a child's well being and the ability to make progress. We have a very caring and understanding staff team.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the teacher liaises with the SENCo for further advice and support. This may involve accessing the support of other agencies, such as School Health or Social Services.

Mount Carmel employs a Caritas Social Worker for two days per week. She works with families who might be facing challenging emotional events or who need additional support to reach the best outcomes for their children. We also employ a TA with special responsibility for parent support and attendance (Mrs Taggart). She is also responsible for managing Common Assessment Frameworks (CAFs) which are offered to families for a variety of different reasons within school.

School deliver sessions of Drawing Therapy to children for whom it is felt appropriate and purchase Drama Therapy for children with complex emotional needs.

Behaviour

Mount Carmel has a very positive approach to behaviour. Green and red cards are used in KS1. A school house system, where children earn points for their house on a weekly basis has a positive impact on the smooth running of the school in KS2.

Each class also has their own rewards system, which might include straws, pennies or dojos. All these systems help to keep standards of behaviour high.

If a child is presenting with patterns of concerning behaviour, parents will be contacted and discussion will take place around moving this situation forward. Systems such as behavioural charts, home/ school communication books and earning rewards are all used to try to change behaviour.

If the behaviour persists and intensifies, school will contact the outreach service at Bridgelea Pupil Referral Unit (PRU) to identify new strategies. Parents will be invited to meetings and will be kept informed of progress.

Specialist Services

Mount Carmel have an experienced SENCo. She works closely with external agencies in order to provide the best support for our children.

These agencies include:- Speech & Language Therapy, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service) , School Health, Specialist Learning Needs Teacher, Occupational Therapy.

We also link to Specialist Schools, such as Lancasterian and Camberwell Park, to obtain specialist advice for children in our care.

Allocating Resources

We ensure all children who have Special Educational Needs are supported to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs receive the higher level of support, often partly funded from the Local Authority (LA).

The class teacher alongside the SENCo will discuss the child's needs and what level of support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels and make appropriate progress within their ability.

School reviews the support regularly and it is used flexibly. Our aim is always to try to lessen the amount of support needed, in order to build independence.

By reviewing IEP s three times per year and holding Pupil Progress Meetings every term, support is regularly monitored and adjusted to meet the needs of the school community at points during the year.

Children may move off the SEN register when the class teacher and SENCo are satisfied that they have made sufficient progress and the improvements are sustained.

Governors

The SENCo reports to the Governors every year. Children are not named in this report and confidentiality is maintained at all times.

The SENCo also liaises with Mr Woodcock, the Governor responsible for SEND during the year. Mr Woodcock attends meetings with parents where appropriate and visits the school to gain an oversight of new initiatives and how SEND is developing across the school.

LAC

Mrs Ganley is the named person for Looked After Children. Two LAC reviews are held for each child during an academic year. Attendees include a Reviewing Officer, Social Worker, Parents/Carers and the School's LAC lead. The Reviewing Officer makes judgements about care and how the overall plan is developing for the child. Referral on to other agencies can arise from this review, as can referral to the Children's Panel to advise placement. The effectiveness of the additional funding is scrutinised and new plans put in place.

There are also two PEP reviews each year. The Parents/ Carers, Social Worker & LAC lead attend this meeting. This meeting considers academic progress, emotional needs and what additional resources the child would benefit from. Consideration is given to additional funding.

Administration of Medicines

The school has a policy regarding the administration and management of medicines on the school site. Parents should contact the class teacher if medication is recommended by health professionals to be taken during the school day.

On a day to day basis the office staff oversees the administration of any medicines, following the policy guidelines.

Children with more complex medical needs, such as Diabetes, have a named adult who oversees their medication. In these circumstances a home/ school communication book is used to ensure good practice. It is the responsibility of the SENCo to ensure appropriate training has taken place and care plans are up to date.

Attendance

It is vital all children are in school on time every day. The TA with responsibility for attendance monitors punctuality and attendance on a weekly basis. She contacts parents whose children's attendance are giving cause for concern. She works with parents to support children's attendance at school and provide best outcomes for children at Mount Carmel.

Staff Training

Staff are well trained. Topics covered in recent years include Dyslexia, ASC (Autistic Spectrum Condition), Hearing needs, ADHD (Attention Deficit & Hyperactivity Disorder) and SLI (Specific Language Impairment).

The SENCo works with staff to develop understanding of needs and development of skills.

When children with complex needs arrive in school every effort is made to send staff on training to develop a greater understanding and meet the needs of the child.

Including Children in Activities outside the classroom.

All children are included in all aspects of the school curriculum and we aim for all children to be included in school trips. We provide additional support to ensure this is possible. We might also invite a parent on a trip to support their child if school feels that this is necessary.

The Year 6 pupils have an annual residential trip.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

School Life

There are many opportunities to join clubs and become an active member of many aspects of school life. These include: The Chaplaincy Team, Children of Galilee, Reading Mentors, Gardening Club, Choir, Football Team, Netball Team. All children are encouraged to participate and broaden their experiences.

Accessibility

The school is split site. The Early Years & KS1 department is on Hunt Street. The KS2 department is on Wilson Road, five minutes walk away.

The Junior school lacks full access for wheelchair users. There is a lift which does give access to the hall. The Junior school is an older building on two floors with many stairs.

The Infant Department also lacks full access for wheelchair users, although access to the hall is possible. Disabled toilets are accessible on both sites.

The governors are fully committed to making the schools as accessible as possible and the buildings committee hold regular meetings and carry out walks around the school in order to pinpoint areas for development.

Transitions

We encourage all new children and parents to visit the school prior to starting, when they will have a tour of the building and meet their new teacher. Parents will also speak to a key member of staff and important information can be passed over at this point.

The children receive a Welcome Booklet which explains systems and routines.

If a child is transferring from a Nursery setting and is presenting with complex needs, the SENCo will visit the Nursery to observe the child and gather information to aid the transition.

Transition booklets are produced for children who struggle with transitions to help them move to their next teacher.

Mount Carmel contacts the previous school to gather information to support in year transitions from other schools. Meetings are held with the school if it is felt necessary.

When children are preparing to move to high school, visits to the school are arranged. For children with SEND, additional visits are arranged. A synopsis of the child's needs is also sent up to the school for distribution amongst staff, if parents are in agreement. We ensure all relevant paperwork is passed on and all needs are discussed and understood.

If a child in Year 5 has complex needs and is in receipt of a statement or EHC Plan the Annual Review will be used as a transition meeting during which we will invite staff from the high school to attend.

Breakfast Club

A Breakfast Club is held in the Junior school from 8am- 8.45am daily. All children in the Junior Department are welcome to attend. A charge is made for attendance. Breakfast is available for an additional charge.

The Infant children can access preschool care at the Bear Club (as can the Junior children), which is located next to the Infant School. Tel: 205 2678

The Bear Club also offers after school care.

Contacts

The first point of contact to discuss concerns or queries should be your child's class teacher.

You could also contact the SENCo or Head Teacher.

Information, Advice and Support (IAS) are also a useful resource-
parents@manchester.gov.uk

The Manchester directory is available on -

parents@manchester.gov.uk

Considering whether your child should join the school?

Contact the School admin office to arrange a meeting with the Head teacher or Deputy, who will willingly discuss how Mount Carmel can meet your child's needs.