

St Albert's Catholic Primary School



Our mission statement is

Educating the children and serving the community, in the love of Jesus Christ

And our vision is

That every child will embrace life and learning and develop as successful and confident children today and tomorrow.

St Albert's is

A place where the child is at the centre of all we do

A place where expectations and standards are high

A place where children's learning experiences are inspiring and memorable

A place where everyone listens

And a place where doors are opened to dreams.

1. How does the setting know if my child needs extra help?

- All pupils are rigorously tracked and monitored. If there are concerns about a child's progress or if a child needs additional support then this will be identified and acted upon. This may mean small group intervention work or individual support.
- These interventions may take place daily or weekly depending on need. Teachers monitor the success of these interventions and make judgments on their effectiveness by monitoring your child's progress closely.
- If your child is new to our school then progress will be discussed with you as the child's parent/carer. We will also contact your child's previous school/ nursery to gain information in relation to your child's progress in that setting.

2. How can I let the setting know that I am concerned about any area of my child's development?

- If you have concerns or think your child may have additional and/or a special need that has not already been identified by the school, then an appointment can be made to discuss this with the class teacher.
- The class teacher will then discuss any concerns with the Special Educational Needs Co-ordinator (SENCO) Ms Clare and/or the Head teacher, Mrs McEvoy. Any actions will be discussed with you and implemented as appropriate.

3. How will teaching be matched to my child's needs?

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- The school recognises that children are at different stages in their learning and also that they learn in different ways. To support all children the school delivers a wide and varied curriculum in a variety of ways. Both formal and informal assessment and careful analysis procedures ensure children's individual needs are met.
 - As a school we are keen for all children, supported by knowledgeable staff, to develop a 'skills based' approach to learning. This enables children to become independent learners and develop an enthusiasm for learning.
 - Class teachers and support staff work closely with the school SENCO to ensure the needs of children are identified early and support strategies are put in place.
 - As well as support in school, some children may require the support of additional outside agencies. Outside agencies may offer school advice about strategies to support the child or they may work directly with the child and/or their family.
 - Agencies to support children may include, for example; School Nurse, Speech and Language Therapy, Educational Psychologist, Community Paediatrician, Occupational Therapy, Physiotherapy, Ophthalmic Specialists, Family First, CAMHS
 - Except in exceptional or extenuating circumstances, any involvement from outside agencies requires signed permission from the child's parent/carer.
 - The child's parent/carer would be involved at every stage of the process. School staff work very closely with all agencies to ensure all advice given to the school to support a child is carried out and monitored.
 - Some children may require an individual plan to support their progress. The class teacher will share and discuss this with the child's parent/carer and also with the child. This ensures that both parents/carers and the child have an input into and an understanding of their targets. This will be shared with the child in a way that is appropriate to their age and stage of development.
- 4. How will I be informed of my child's progress?**
- Parent/carer and teacher meetings are held each term.
 - School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day.
 - At St Albert's we operate an open door policy and any concerns you have can be discussed with your child's teacher whenever they are available.
- 5. What support do you have for me as a parent to support my child?**
- Parents/carers are regularly invited to class/school assemblies and celebrations.

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- Parents/careers are invited to join 'Storytime' sessions and 'Stay and Play' activities in the infant school and nursery.
- From time to time there are meetings and stay and learn sessions showing how the children are taught
- If your child has an additional need, school can access family support and there are a number of courses that we are able to enable parents/carers to access.

6. What support will there be for my child's overall wellbeing?

- As a Catholic school everything we do is underpinned by *Gospel Values*, our *School Mission Statement* "Educating the children and serving the community in the love of Jesus Christ."
- Children's emotional and physical wellbeing is of paramount importance, as is the safety of all children and adults in our school community. All Safeguarding procedures are robust.
- Children are treated respectfully and their opinions are valued. Children are taught, through a variety of lessons and activities, how to keep themselves and each other safe. Children know who they can talk to if they have a worry or concern.
- Our school has an active school council for children to raise their worries and issues.
- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education.

7. What specialist service and expertise are available at or accessed by the setting to support my child?

- The school has access to a variety of specialist support services from a wide range of agencies, including, those noted previously and also the following areas of specialism; advice for children with *Social, Emotional and Behavioural Difficulties*, children with *Learning Difficulties* and children with a diagnosis of *Autistic Spectrum Disorder*.
- The school receives support from the Educational Psychology Service and other specialists within the Central Area Support Team (CAST)
- We have access to many specialist services including; CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Service, Ophthalmic Specialist Service, Occupational Therapy Service, Behaviour Support and Family Support Services
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other specialist schools if appropriate.

8. How accessible is the setting and how will my child be included?

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- St Albert's has wheelchair access at a number of points throughout the school including; main entrances front and back, nursery, school hall and most classrooms. There is also a disabled toilet and full access to disabled parking.
- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. You would always be contacted before a planned activity/trip which would be away from the school site.
- No trip would be planned which would exclude a child and all visits are carefully chosen and vetted to ensure that they are suitable and accessible for ALL children.
- Before all off site activities/trips, a risk assessment is undertaken.
- If appropriate, you may be invited to accompany your child on the activity/trip school.

9. How will the setting prepare my child for transitions on to the next stage of education and life?

- You will be invited to look around the school and meet school staff. Your child will also be invited to visit and stay for a short session before starting school.
- You will be invited to a meeting with the Head Teacher and SENCO prior to your child starting school.
- We will contact any early years settings, or other schools you child has attended to gather information about their needs.
- Should it be appropriate, the school will contact any professionals that support the child to ensure that we are all working in partnership to achieve the best results for the child.
- There is a comprehensive plan in place to support all pupils when moving to new classes and year groups.
- When appropriate a personal transition plan will be written. This will be in partnership with you, your child, the new setting/class and staff supporting your child to ensure that they enjoy as smooth a transition as possible.
- Transition from St Albert's is carried out carefully and sensitively. We recognise that moving from primary to secondary school can be a challenge to many children. There are regular meetings between the Year 6 teacher, SENCO and Learning Mentor with the receiving schools. All information is shared with them and the support the children have received should continue. We will also share any strategies we have in place that have supported the child and encourage the secondary schools to continue these successful practices.

11. How are parents/carers/families involved in the setting?

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- We have a number of parent/carer volunteers who help in school in a variety of ways; making toast for snack, hearing readers and generally supporting the education of the children.
- All parents/carers are invited to join FOSA (Friends of St Albert's) who arrange a number of fundraising events throughout the year and new members are welcomed.

13. Who can I contact for further information?

If you would like to talk to a member of staff please contact your child's teacher, Ms B Clare (SENCO), Mrs I Hassell-Richardson (Learning Mentor) or Mrs L. McEvoy (Head Teacher.)

You can also access further information about our school on our school website:

www.stalbertsprimary.co.uk