



Useful links

<https://hungrylittleminds.campaign.gov.uk/>

<https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send>

<https://www.gov.uk/government/publications/send-support-easy-read-guide->



Saint Norbert's Catholic Primary School

Inclusion



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL



St Thérèse
of Lisieux

Catholic Multi Academy Trust

Parent Pocket Guide



**Saint Norbert's Catholic
Voluntary Academy**

Telephone 01775 722889

Email: enquiries@st-norberts.lincs.sch.uk

Article 14: Every child has the right to believe what they want and also practise their religion, as long as they are not stopping other people from enjoying their rights.

Inclusion and Provision

As a school we endeavour to meet the needs of every pupil, irrespective of their ability. We ensure that the appropriate level of support or challenge is available for children, including those who have Special Educational Needs or Disability (SEND).

Class teachers differentiate activities for all ability groups within their class and all children receive support from classroom teaching assistants. If the Special Educational Needs Co-ordinator (SENCO) and class teacher feel that any child is not making expected progress they may consider whether to place him or her on the Special Needs Register in order for that child to receive additional or different help and support for their learning within the classroom, small group sessions or sometimes on a one to one basis.

Any concerns will always be discussed with parents and carers and they will always be kept informed of their child's progress. We are keen to involve parents at all times and parental support is vital in ensuring that each child makes as much progress as possible. For this reason parents are invited to review meetings with the SENCO, Mrs Withers and are always welcome to speak to class teachers and Mrs Withers about any concerns they may have about their child's progress. Parents will also be consulted whenever it is felt that advice from outside agencies, such as Speech and Language Therapists, Community Paediatricians, Educational Psychologists, ADHD/ASD Team, Occupational Therapists, Hearing Impairment Team, Mental Health Team or Specialist Support Service, are needed for individual children.

School Concerns

Children who are making slower than average progress are identified early and are given extra help within the differentiated curriculum. If it is thought appropriate then these pupils follow an early intervention programme. Details will be documented onto a provision timetable and log.

At St. Norbert's we use a graduated approach of assess, plan, do, review and use a range of specific intervention programs to further aid the academic and social success of pupils. These pupils may only need this support for a short time and they might not be on the special needs register. These interventions are in addition to the differentiated learning opportunities offered in all lessons.

English

We use a range of intervention programmes which are carefully designed or selected for our pupils specific needs in both reading and writing. We also stream for both phonics and spelling in order to ensure pupils learning is tailored to pupils needs and is regularly reviewed using our graduated approach.

Maths

Pupils who are having difficulties with specific areas of the subject can access concrete materials in class to support their learning. Pupils who are having difficulty understanding basic mathematical concepts follow the First Class at Number intervention programme.

Social and Emotional

Pupils who struggle with their self esteem or social skills have access to a range of programs, which are delivered by our pastoral support Teaching Assistant, including A Volcano in My Tummy, Drawing and Talking, Happy in My Skin and Lego Therapy.

Professionally advised individual programs

Some of our pupils may require programs for specific areas of need e.g Dyslexia, speech and language or physiotherapy. In these cases we will follow the programs which a professional creates for a specific pupil's needs.