

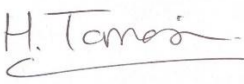
Special Educational Needs and Disabilities Report



St Clare's Primary School,
A Catholic Voluntary Academy

Do not forget to do good and to help one another, because these are the sacrifices that please God.

Hebrews 13:16

Version	4
Dated	September 2024
Next review due	September 2025
Approval	Chair of Governors  H Torresi

What does 'Special Educational Needs and Disabilities' (SEND) mean?

Special Educational Needs and Disabilities (SEND) can affect a child's ability to learn. It means that a child has needs that require additional support. A child may struggle to understand or concentrate. They may have reading or organisation problems such as dyslexia or struggle to socialise such as autism. They may have a physical disability. Every child is different and there are many different needs. Our school understands that a carefully planned approach is needed to ensure that all our pupils receive a broad and balanced curriculum and the highest quality education. We are an inclusive school that has high ambitions for our SEND pupils. We ensure that we set personal targets for our SEND children so that these children can achieve as well as they can.

Our school provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014.

What types of SEND are provided for at St. Clare's Catholic school?

- Communication and interaction difficulties (such as autistic spectrum condition and speech and language difficulties)
- Cognition and learning difficulties (such as dyslexia, dyspraxia and moderate learning difficulties)
- Social, emotional and mental health difficulties (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- Physical and sensory difficulties (such as hearing, vision and sensory processing difficulties)

Who is the SEND co-ordinator?

Our SENDCo is Mrs Lees who has many years' experience in SEND and regularly attends training and events to ensure that all our knowledge and understanding is current. In order to maintain a local and national perspective Mrs Lees also regularly attends Local Authority network meetings.

Our SEND Governor is Mrs Jones. Mrs Jones is a recently retired experienced headteacher.

How does the school identify pupils with SEND?

At St. Clare's we believe that early identification is key. The signs that we look for are:

- The child is making little or almost no progress despite targeted first quality teaching over a period of time
- Attainment is significantly below age group expectations
- The child has sensory or physical problems
- The child has communication and /or interaction difficulties
- The child has social, emotional or mental health difficulties that significantly interfere with their learning
- Concerns raised by parents or outside agencies

The progress of every child is monitored at regular pupil progress meetings. When children are identified as not making progress in spite of 'High Quality Teaching' they are discussed with the SENDCo. Slow

progress and low attainment will not automatically mean a pupil is recorded as having special needs and/or disability. Where there are concerns around a child the SENDCo and the class teacher will meet with parents where a decision may be made to add the child to the SEN register at SEN support. The aim of formally identifying a child with SEND is to ensure that planned, effective provision is put in place in order to remove any barriers to learning.

Who should I talk to if I think my child may have special educational needs?

If you think your child has special educational needs;

- Please speak to your child's class teacher. The class teacher is the person who knows your child best in school. They will be able to offer you some advice and strategies on how to support your child with their learning at home.
- If you still have concerns then make an appointment to see the SENDCo, Mrs Lees. You can make an appointment through the school office.
- If you have a medical concern about your child, make an appointment to see your GP and please inform the school of the outcome if you feel this is appropriate to their learning and development.

What are the stages of SEND?

Following the SEND Code of Practice (2014), the school uses a graduated approach when meeting the needs of children with SEND. For many children, planned, quality first teaching on a daily basis is enough to ensure that they achieve well and make good progress across the curriculum.

SEN Support

For some children, quality first teaching may not be enough to help them make adequate progress and they may need something which is 'additional to and different from' that which is normally provided for all children. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will receive some additional support in a small group alongside other children with similar needs. A child on SEN Support (SENS) will have an Individual Education Plan (IEP). Parents will be invited in to discuss and agree targets that are specific their child's needs. We will look at outcomes and the additional support that will be put in place for them. Your child will also be involved in this process, they will be consulted on their targets and asked to share their strengths and what they would like to work on. Your child will continue to have targets which will be reviewed with you regularly whilst they are on the SEN register.

For some children the school, with your agreement, may decide to involve some external professionals to provide them with more specialist advice and guidance in order to support them. Only a very small percentage of children require support of an additional nature beyond this.

Education, Health and Care Plan (replaced Statements of Special Educational Needs)

If your child has significant or more complex difficulties, they may require an Education, Health and Care Plan (EHCP). This means your child will have been identified by the school as needing a particularly high level of additional support and a request for 'statutory assessment' can be made to the Local Authority (LA). The school (or parents) can request that the LA to carry out an Education, Health and Care Needs Assessment of your child's needs. If an 'Education, Health and Care Plan' (EHCP) is agreed then your child is likely to have more specialist provision and additional adult support. You will have review meetings each year to talk about their achievements and progress, and what is working and isn't working well. Your child will also be involved in this process as it is a child centred approach.

If the Local authority do not provide an EHCP they will ask the school to continue with the support at an SEN support level.

What type of support is available for children with SEND at St. Clare's School?

The provision offered to each child with SEND is unique. The designated SENDCO, Mrs. Lees, oversees the provision for all children with additional needs across the school. At St. Clare's School, our Headteacher and teaching staff are fully committed to inclusion and high quality experiences for all children. In our school we feel the most important learning comes from quality first teaching in the class room. High quality teaching that is differentiated and personalised whenever possible to meet the individual needs of the children. We believe that most children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher. It is essential for the development of good self-esteem to belong to the class and not to be constantly taught separately or in a different place.

Some children need educational provision that is additional to, or different from Quality first teaching i.e. special educational provision. When allocating additional Teaching Assistant (TA) support to children we aim to put in sufficient support to enable the child to reach their challenging targets but without developing a learned independence on an adult.

Our curriculum is tailored to the needs of the child – through the use of staffing, differentiation, teaching style, and resources. Some examples of additional provision which could be suitable for a child with SEND could include:

- Small group focus work to address shared issues, e.g. fine and gross motor skills groups.
- School interventions.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to meeting the child's needs.

Targets for children with SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers.

- Specialist interventions, e.g. Occupational Therapy, or Speech and Language Therapy with a trained therapist.
- Teaching Assistant support within the class, in order for the work to be further differentiated to meet exact needs.
- Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals.
- Thorough assessments undertaken by professionals i.e. Educational Psychologists in order to pinpoint exact areas of difficulty that are then able to be addressed.

Who can St. Clare's school contact if they need extra support or advice for helping my child?

The school is able to access more specialist help and additional expertise from the LA. This includes support from Education, Health and Social Care professionals including:

The public health (school) nurse

Community Pediatricians

Educational Psychologist

Specialist Teaching Service Team

Hearing Support Team

Vision Support Team

Speech and Language Therapy Service

Forest Way Outreach Service

Autism Outreach Service

Family Support Worker

Social care and Safeguarding

What involvement can parents/carers have at St. Clare's?

We are a friendly and approachable school. We believe in working very closely with our parents and feel that good communication is the key to successfully supporting your child. We have early discussions with parents when identifying whether your child needs special educational provision.

For pupils on SEN Support and children with an EHCP, progress is reviewed termly. At least termly, an Individual Education Plan is discussed where targets are set together and parents are advised how to support their child at home.

In addition to this, children with an EHCP will have an annual review meeting. This meeting will ensure that everyone develops a good understanding of the pupil's areas of strengths and needs. We will take account of parent and child concerns and ensure that everyone understands the agreed outcomes sought for the child. We will make sure everyone is clear about what the next steps are.

What training and support do the staff at St. Clare's have for supporting children with special educational needs?

Part of the SENDCO's role is to support (or sign post to further support) the class teacher in planning for and supporting children with SEND. In September 2009 it became law for every new SENDCO in a mainstream school to gain the Master's level National Award for Special Educational Needs Co-ordinator within 3 years of taking up the post. Our SENDCO, Mrs. Lees, has achieved this national qualification.

The school has a Continuing Professional Development Plan (CPD Plan) to improve the teaching and learning of children including those with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the hearing support team, Speech and Language Therapy and the specialist teaching service. External agencies work within school with staff to provide them with advice that is relevant to the needs of specific children in their class e.g. the Educational Psychologist.

How accessible is St. Clare's for children with SEND?

St Clare's aims to be inclusive to all children. It is a single level school with wheel chair access to the main entrance, rear entrance and the EYFS classroom. There is a disabled toilet in the main building and in the EYFS classroom. There is one disabled parking space directly in front of the building. When and where appropriate we make changes to the environment and/or building for children with physical or sensory needs.

Trips are accessible for children with SEND.

Breakfast club and after school provision is accessible to all children including those with SEND.

What support is provided for my child's overall Well Being?

At St. Clare's we have a trained Emotional Literacy Support Assistant (ELSA), Mrs. Gamble. Our ELSA has been trained by qualified educational psychologists to work with children who have emotional difficulties for a variety of reasons. She can support children who are suffering from bereavement, anxiety or children who are struggling with their own emotions for various reasons. Mrs. Gamble regularly attends training to ensure that her knowledge and understanding is up to date.

We have a small sensory room at St. Clare's for children who need a different safe space or for children with particular sensory issues.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a pro-active approach to tackling bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Our Public Health (School) Nurse team can support you with any health needs. You can contact them on 01530 468570.

Our Educational Welfare Officer (EWO) will support you with your child's school attendance if required. Paula Rene can be contacted via the school office.

At St. Clare's we have a home link support worker Lyndsey Woodward. Lyndsey can support you in any issues that you may have at home regarding the education and welfare of your child. If you would like support from Lyndsey please speak to your child's class teacher or the SENDCo, Mrs. Lees.

How will I know how my child is doing? How will I be involved in supporting my child?

At St. Clare's we aim to have good and informative relationships with all of our parents. You are always very welcome to talk about your child with school staff at a mutually agreed time.

If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss your child's progress. A formal written end of year report will be sent at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Parents of pupils with SEND support will be given longer parents evening times. Parents are asked to share their child's strengths and difficulties and to identify progress towards targets.

You can support your child's learning and development in other ways, including:

- Support your child regularly with their reading, spellings, times tables and other homework projects
- Attending assemblies
- Attending sports events
- Attending whole school events and celebrations
- Becoming a parent volunteer
- Becoming a parent governor
- Coming to school information events

How will my child be involved?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with the child and their family to set appropriate learning goals.

We seek to ascertain your child's strengths, difficulties, preferred learning styles and aspirations. Your child's progress and attainment is carefully tracked and next steps are agreed and shared regularly with parents at formal and informal meeting times.

You and your child will also be involved in the assessment process in reviewing the progress towards their individual outcomes

How do we support children with SEND moving classes or schools?

If your child is moving to another school, we will contact the new School's SENDCO and ensure they know about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible (in line with General Data Protection Regulations 2018).

We recognise that 'moving on' can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

When moving classes in school teachers will meet with the SENDCo before your child starts in his/her new class to pass on all information and ensure a smooth transition. All pupils spend at least two mornings in their new classroom with their new class teacher towards the end of the Pentecost Term. If necessary additional visits are planned in discussion with parents.

In Year 6, the SENDCO will attend a meeting with the relevant representatives from your child's new school to discuss the specific needs of your child.

We will make sure that all relevant records about your child are passed on as soon as possible (in line with General Data Protection Regulations 2018).

All pupils will spend time in their new school. This may vary depending on the school they are moving to and the child's needs. If required, we can arrange for your child to carry out additional visits in the build up to their transition. In some cases, staff from the new school will visit your child in this school.

Preparing for Adulthood

Throughout their time at school, your child's outcomes will reflect their ambitions which could include higher education, employment, independent living and participation in society.

Who else can support me and my child?

In addition to the services provided by the LA (see above), you may wish to seek support from voluntary and charitable agencies including:

- ADHD Solutions
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
- Early Help
- The Laura Centre (bereavement)
- NSPCC
- Barnados

What should I do if I have a complaint about the SEND provision made at the school?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting your child's needs. If you have a concern, please bring this to the attention of your child's class teacher or SENDCo in the first instance.

Should you wish to make a formal complaint, you must do this in writing. All complaints are taken seriously and are heard through the school's complaints policy and procedure. A copy of this document can found on the school website and is available at the School Office.

Report Compliance

This report is compliant with the following legislation:

- Section 69 (2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the SEND regulations 2014
- Section 6 of the SEND Code of Practice 0-25

Other relevant Documents & Policies:

Child Protection Policy

Equality Policy

Accessibility Plan

Anti-Bullying Policy Behaviour Policy

Click [HERE](#) to find the policies on the school website.