

St Clare's Catholic Primary School and Nursery

SEND Information Report: November 2022

St Clare's Catholic Primary School and Nursery

Special Educational Needs and Disability (SEND) Information Report



Date written: November 2022

Date to be reviewed: November 2023

Written by: Mrs K Mitty

St Clare's Catholic Primary School and Nursery

SEND Information Report: November 2022

Number of children on roll: 183

Number of children on the SEND Register: 41

Percentage of children on the SEND Register: 24%

The school's SENDCO (Special Educational Needs and Disability Co-ordinator) is Mrs. K Mitty

Types of SEND provided for within the school:

We currently have 41 children at SEND Support. We have 4 pupil with High Needs Top Up Funding. Within our school a variety of special educational needs are provided for.

Children's special educational needs are generally thought of in the following four broad areas of need and support.

The area of need and support of children on St. Clare's SEND Register are:

1. Communication and interaction: 18
2. Cognition and learning: 12
3. Social, emotional and mental health: 8
4. Sensory and/or physical needs: 3

*Some of our children have needs in more than one area.

Policies and procedures for identifying children with SEND and assessing their needs:

- EYFS pupils are tracked using the Early Learning Profile. Assessments take place on a termly basis. Key Stage One and Two pupils are tracked in all subject areas at termly intervals throughout the school year. Reading, Grammar, Punctuation and Spelling and Number tests are administered to further assess children's progress. Some children may be assessed using PIVATS which ensures that each step of progress is recognised and celebrated.
- If there are concerns regarding progress, additional support or intervention may be provided depending on the need of the individual child.
- Any new children with SEND joining our school will be assessed on entry in a variety of different ways and information from a child's previous school will also be sought. We will also welcome information from parent/carers about their child.
- Additional support, teaching strategies and/or intervention is individual to the child's needs.
- Additional support, including interventions, is monitored and evaluated by class teachers, the school SENDCO and the Senior Leadership Team.

St Clare's Catholic Primary School and Nursery

SEND Information Report: November 2022

- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or SENDCO.

Arrangements for consulting parents of children with SEND and assessing and reviewing their needs:

- We endeavour to work closely with parent/carers and keep you informed of any additional support and/or intervention your child may need.
- If deemed necessary, we can invite specialist agencies including the Educational Psychologist, SENISS and Speech and Language Therapists into school to talk to you about how we can best support you and your child.
- Parents Evenings and SEND Pupil Profile review meetings provide opportunities for parents/carers to meet with class teachers and/or the SENDCO to discuss progress and develop next steps.
- Annual Reviews will be held for children with Education Health Care Plans. The local authority will be invited to attend these meetings alongside parent/carers and school.
- We can make referrals, with your consent, to many specialist services including the Educational Psychology Service, SENISS (Special Educational Needs Integrated Support Service) and SLT (Speech and Language Therapy Service).
- We will also support parents in accessing the School Nurse, Community Paediatricians and the Neurodevelopmental Pathway at Alder Hey Hospital.
- We encourage parents/carers to contact school and arrange an appointment if you are worried or concerned about any aspect of their child's learning or development.

Arrangements in place for consulting young people with SEND and involving them in their education:

- A large focus is given to what the children enjoy within our school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.
- Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them. Children's views are sought about targets set on their SEND Pupil Profile and the interventions they may be participating in.
- All children within St Clare's are supported in terms of their overall wellbeing.
- Children know they can talk freely to any adult within the school about any issues which are concerning them. Our Learning Mentor can also provide nurture time for pupils who may wish to discuss their issues and concerns.
- Circle time and PSHE sessions are integral to the school curriculum.
- Visiting groups/speakers are invited into school to promote health, safety and well-being issues amongst the children
- School staff offer support for all children, and encourage team work and friendship building during playtimes and lunch times.

St Clare's Catholic Primary School and Nursery

SEND Information Report: November 2022

- We have an active school council who are consulted on a regular basis on a range of school issues. Children are reminded that they are able to speak with the class school council representatives about issues they would like discussed at meetings.

Arrangements for supporting children in moving between phases of education:

- Transition support within the school between classes and Key Stages can be implemented for any child who may experience difficulties with transition.
- When considering an application for a place in St. Clare's, you are very welcome to contact the school and make an appointment to discuss any issues. You will be invited to look around the school and meet with the Headteacher.
- We will contact any Early Years settings, or other schools your child has attended, to gather information about their needs.
- We will contact any specialist services that support your child and, if appropriate, invite them to a meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting wherever possible
- If necessary, we will develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include transition activities, transition books, or photographs /information/visits to the new setting etc.

Approaches for teaching children with SEND:

- At St. Clare's we know that all children learn in different ways. Therefore all teachers plan lessons which take this into consideration. Lessons are planned to suit the learning needs of all our children.
- In order to support all children the curriculum is delivered in a variety of ways. All lessons within school are differentiated in order to support the needs of all children.
- Small group and individual support is offered to children whom we feel would benefit from this.
- We understand that children learn at their own pace so we closely monitor progress.
- Independent learning is encouraged and supported by all staff in order to nurture positive self-esteem and develop resilience in our children with SEND.
- Advice will be given to parents/carers relating to how they too can best support their children.

Adaptations made to the curriculum and learning environment for children with SEND:

- We endeavour to ensure that all children at St. Clare's are fully included in all aspects of school life.

St Clare's Catholic Primary School and Nursery

SEND Information Report: November 2022

- All children are different, and all children regardless of their SEND learn in different ways. Staff within our school are mindful of this fact and provide a curriculum and learning environment which is accessible to all children.
- Our staff know the children within their care well and are able to differentiate and adapt the curriculum for children with SEND. Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional. Other examples may be the teaching of children individually or in smaller groups; or a change of activity or teaching style.

Staff training to support children with SEND:

- The SENDCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND.
- The SENDCO and school staff continue to access training through the Primary Consortia.
- All staff in the school receive training to meet the needs of all the children attending the school a

Enabling children with SEND to engage in activities available to children in the school who do not have SEND:

- St. Clare's is a fully inclusive school.
- t any point in time. Examples of training include multi-sensory strategies and precision teaching for children with SEND, producing SMART targets for children and the use of Visual Communication to remove barriers to learning.
- The school has received specialist support and advice from Special Schools for children with social, emotional and behavioural difficulties, children with learning and co-ordination difficulties and children with an Autistic Spectrum Disorder.
- The school staff receive support and advice from the Educational Psychologist, SENISS (Special Educational
- Needs Integrated Support Service), and SLT (Speech and Language Therapy Service). Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities.
- We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation.

Support available for improving emotional and social development:

- All school staff are available to support all children with their social and emotional needs.
- Circle time and PSHE are integral to the emotional and social development of all our pupils.

St Clare's Catholic Primary School and Nursery

SEND Information Report: November 2022

- Lunchtime Clubs have been set up for those children who may experience difficulty with friendships and social skills, or for those children who would prefer mindfulness activities and a chance to talk to our Learning Mentor.
- Close liaison between the SENDCO and Learning Mentor is important in supporting children who may have emotional and/or social communication needs.
- The 'ROAR' Programme is being developed in all key stages to support and develop pupil's mental well-being, emotional literacy and resilience.
- Visiting groups/speakers are invited into school to promote mental health, safety and well-being issues amongst the children.
- Children are taught about staying safe particularly in relation to e-safety, recognising bullying and the actions to take if they are concerned.
- Children are regularly reminded that if they are worried about any issue, they can speak with a member of school staff including the Learning Mentor.
- Support from play therapists for children with emotional needs may be provided.
- Children may be referred for counselling or therapy with the permission of parents.

Involving other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEND and supporting their families:

- The school accesses specialist support from the Educational Psychologist, SENISS (Special Educational Needs Integrated Support Service) and SLT (Speech and Language Therapy Service).
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service), Community Paediatrics and SLT (Speech and Language Therapy Service).
- Parent/carers will be invited to attend and express their views, if a meeting, involving any professional who may be able to support their child, is arranged.
- School staff continue to be trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.
- When required, the SENCO will liaise with the School Nurse to formulate and update Health Care Plans. Meetings for families can be arranged with the school nurse.

Evaluation of the effectiveness of provision:

- Monitoring progress is an integral part of teaching and leadership.
- We follow the 'Assess, Plan, Do, Review' model of supporting children with SEND; and ensure that parents/carers and children are involved in each step.
- Provision and interventions are reviewed within school on a regular basis to ensure their effectiveness. The SENDCO gathers the impact of data of interventions, to ensure that we are only using interventions that are effective. If provision/interventions are not thought to be working or need amending school staff will alter accordingly.

St Clare's Catholic Primary School and Nursery

SEND Information Report: November 2022

- All class teachers evaluate their own teaching and make changes wherever they feel it is necessary.
- Provision for children with SEND is regularly reviewed by class teachers, the SENDCO and the Senior Leadership Team. This will also take place during termly Pupil Progress Meetings. Outside agencies may also be involved.
- Parent/carers are kept fully informed of any developments and are invited into school throughout the year to talk with staff about current progress, review and set new targets.
- Our school data is also monitored by the Local Authority and Ofsted.

Finance

The SEND allocations are spent in the following ways:

- Additional members of support staff
- High Needs Funding provisions for pupils with complex needs
- Extensive CPD opportunities for staff
- Resources to support learning/physical/sensory needs
- The purchase of specialist resources to enhance the access to the curriculum for all learners
- Specific training for interventions
- Membership of the SEND consortia which provides access to all of the above

Relevant school policies underpinning this SEND Information Report include:

- SEND policy
- Child Protection Policy
- Teaching and Learning Policy
- Assessment and marking policy
- Accessibility Plan
- Supporting Pupils with Medical Needs policy

Arrangements for handling complaints from parents of children with SEND about the provision made at the school:

- In the first instance, parents are invited into school to discuss their concerns with the class teacher and the SENDCO who will endeavour to resolve the problem. The Head Teacher will also be informed at this stage.
- Outside agencies may be consulted, if there is an issue with the provision being provided.
- Dialogue between parents and school is actively encouraged in order to resolve problems at an early stage.

November 2022 (To be reviewed annually)