

ANNUAL REVIEW

SEND Information Report 2018-19

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	St Clement's Catholic Primary School
School website address:	http://st-clements.halton.sch.uk
Type of school:	Primary
Description of school:	<ul style="list-style-type: none"> St. Clement's is a Catholic primary school, with a strong, distinctive Christian ethos, which underpins every aspect of school life. It is one of 3 Catholic primary schools serving the parish of Maximilian Kobe. There are 201 pupils on roll; 64% are Catholic, 21% are other Christian faiths, and 15% are non-Christian or not specified. The school has a linear catchment area, including the immediate neighbourhood, a large private housing estate and two council estates. The school is located in Heath ward. Parents are very supportive of the school, which has a good reputation in the local community. The school is one form entry with a planned admission number of thirty. Average class size is 30 pupils. All pupils are taught in seven single age group classes, each with their own classroom. The percentage of children identified as having special educational need is below average. The school runs a breakfast club on site and a link club off site.
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	201
% of children at the school with SEND:	8%
Date of last Ofsted:	February 2016
Awards that the school holds:	The school has achieved the following awards: Primary Quality Mark (4 times), Artsmark Silver and Halton Healthy Schools.
Accessibility information about the school:	<ul style="list-style-type: none"> The school is on one level with uncluttered corridors throughout. There is a dedicated disabled parking bay in the school car park.

	<ul style="list-style-type: none"> • There is a ramp and access at the school's main entrance. • The school has a disabled toilet at the front of the school near the main entrance. <p>See the school's Disability plan on our website for further information.</p>		
Please provide a web link to your school's Accessibility Strategy			
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<ul style="list-style-type: none"> • The Deputy Headteacher, who is a very experienced long serving member of staff, is the SENCO. An experienced member of the teaching staff has started the SENCO accreditation last academic year and is shadowing the SENCO in school. • The SENCO attends all relevant LA training and meetings. • She regularly meets teachers on an individual basis to support their teaching of pupils on the SEND register. All teachers are fully involved in the SEND process, working closely with parents, completing SEND support plans and working with outside agencies. • Teachers are supported by Teaching Assistants who have received CPD and support on a variety of interventions to support identified pupils and their needs. • The school has very clear guidelines for both teachers and teaching assistants working with pupils on the SEND register. • The school works closely with the Educational Psychologist and other outside agencies on a regular basis to support the needs of pupils. 		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	YES
		Safeguarding Policy	YES
		Behaviour Policy	YES
		Equality and Diversity	YES
		Pupil Premium Information	YES
		Complaints procedure	YES

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> • We work closely with parents, carers, children (where appropriate) and outside agencies to ensure that your child's needs can be fully met at our school. We use a variety of information to correctly identify what their SEND category will be in our school, as well as the provision needed to ensure that your child reaches their full potential. • If your child does not appear to making the same level of progress as other children of their age we will undertake assessment in school, sometimes using other professionals, to identify possible barriers to their learning. Parents, carers and children (where appropriate) will be involved at all stages.

	<ul style="list-style-type: none"> • If you tell us you think your child has SEND we will discuss this with you to investigate it further. We will share with you what we find out and agree next steps with you as to how we can all help your child. • We are child and family centred so you will be involved in all decision-making about your child's support. Regular meetings are held between the SENCO, class teachers and parents to ensure that everyone is working together to enable your child to reach their potential. • When we assess SEND we discuss if your child's understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • Where necessary we will write individual SEND support plans with both pupils and parents/carers.
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> • A wide range of support is offered including: high quality first class teaching, early intervention, differentiated work, teacher and TA support, small intervention groups delivered by teachers and trained TA's, nurture sessions for social and behavioural issues, and support from outside agencies. • We work closely with our Educational Psychologist focused on a child centred approach. It fits in with our school approach of working closely with parents, setting focused targets and reviewing these with both parents and pupils on half termly/termly basis. The Educational Psychologist also works closely with class teachers to support them with a variety of strategies to support identified pupils. • We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. • We get support from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We also receive support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment. • We will hold regular meetings with parents and pupils where necessary to review your child's progress. At these meetings the

	<p>following types of discussions will take place; what will be put into place in school to make teaching and learning more effective, agree targets for pupils achievement, agree how we will work together and what we each will do, agree a review date to explore how well your child is doing, whether we are making a difference and what we will do next. This information is recorded to ensure accountability with both parents and school.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Specialist equipment & resources to support learning if necessary that are recommended by outside agencies • Access to ICT resources such as laptop, iPad. • Prompt and reminder cards for organisation. • Symbols and visual prompts e.g. visual timetables. • Home/school communication books • Small group/1:1 support if necessary • Daily drop ins with SENCO/Deputy • Behaviour plans focusing on specific areas
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • Referral to Speech and Language therapist. • Intervention from speech and language therapist. • Delivery of personal speech and language programme. • Support and reminders from Teachers and Teaching assistant within class. • Support from SENCO/specialist TA for small group work or 1-1 focused on individual needs. • Range of language resources and programme materials. • Social stories and communication groups delivered by trained TA's with support of outside agencies. • Visual prompts and timetables. • Advice & support from Halton SEND service. • Home/school communication books. • Photographs.
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • Referral to Speech and Language therapist. • Intervention from speech and language therapist. • Delivery of personal speech and language programme. • Support and reminders from Teachers and Teaching assistant within class. • Support from SENCO/specialist TA for small group work or 1-1 focused on individual needs. • Range of language resources and programme materials

<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> • High quality first class teaching. • Small group support in class for guided reading/writing focused on area of need. • Individual reading (everyday) with teacher/teaching assistant or parent helper. • Precision teaching focused on area of need. • Target groups for intervention programmes aimed at developing reading / writing skills e.g. BRSP and ELS. • Support from home with reading/writing tasks. • Resources in class e.g. working walls, writing scaffolds, prompt cards, tick lists etc... • Targets • Exercises to build up core muscles. • Additional phonics teaching • 3 spellings a day strategy. • Additional reading sessions with adults in schools. • Use of writing frames and resources.
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • High quality first class teaching. • Small group support in class through guided teaching focused on area of need. • Precision teaching focused on area of need. • Target groups for intervention programmes aimed at reinforcing the basics in maths e.g. 1st Class @ number and Success @ arithmetic. • Support from home with maths tasks. • Use of maths resources online for reinforcement and consolidation. • Resources in class e.g. hundred squares, prompt cards, working wall etc... • Pre-teaching of mathematical concepts. • Targets focused on place value and times tables.
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • High quality first class teaching by a qualified teacher. • Personalised and differentiated curriculum, meeting the needs of all pupils. • Small group support in class from a Teaching assistant/Teacher. • 1:1 support in the classroom from a Teacher/Teaching assistant to facilitate access through support or modified resources • Specialist equipment or resources recommended by outside agencies. • Individual SEND support plans (educational and/or behaviour) • Strategies put into place, which are recommended by professionals/ specialist services.

	<ul style="list-style-type: none"> • Practical lessons with use of visual resources.
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> • Observation and monitoring by the HT, SENCO/DHT and middle leaders. • Target setting process at the beginning of each school year. • Pupil Progress Meetings half termly – school’s own tracking system. • All interventions are reviewed and evaluated on a ½ termly basis with the SENCO and class teacher. Half termly meetings focused on pupils on the SEND register. • SEND support plan targets and review. • Individual provision map with impact of provision evaluated. • External professionals undertaking assessments. • Regular review of targets with child/parents, at least termly. • Drop in opportunities for parents if necessary. • Review with pupils at the end of each half term. <p>If your child is not achieving or making progress with additional provision or interventions then we will look at a new approach and change the plan. This will be closely monitored. If your child continues not to make progress then outside agencies will become involved to support where necessary.</p>
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • School strategies e.g. 3B4ME • Resources available and personalised if appropriate. • Working wall & prompts around the room. • Use of individual timetables and checklists. • ‘Chunking’ of activities with tick lists. • Individual success criteria. • Visual prompts. • ‘PSHCE’ / personal development targets. • Nurture sessions focused on these skills. • Support from parents with independence at home.
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Named midday supervisor at lunchtimes. • Individual SEND support plans, which specify break and lunchtime provision e.g. reward charts. • Playtime buddy system e.g. playground buddies. • All Reception children have a Y6 Buddy. • 1-1 time/drop-ins before and after play with SENCO/DHT as and when necessary for

	pastoral support.
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • We offer a breakfast and after school club provision. Our breakfast club is situated in the school hall. Our after school club is on a different site and is called the Ivy Link club. • We offer a range of lunchtime and after school activity/sports clubs for pupils of different ages. • The Ivy Link club provides facilities in the school holidays for children to attend.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<ul style="list-style-type: none"> • All children are fully included in all activities outside of the classroom. • Provision is dependent on the needs of the individual child. This could be; a named person to look after/support them, making the trip organiser aware of their needs, taking medical equipment with them, parent supporting them on the trip and naming them on the risk assessment.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • School policies in place and used consistently across the school. • Comprehensive PSHE programme of study in place for all pupils. • PSHE lessons and circle time with all children on a weekly basis. • Planned support from both Teachers and Teaching Assistants. • Parental contact daily through home-school book. • Parental contact as and when necessary. • Nurture groups in place. • Identified mentor in school. • Daily conversations with SENCO. • Referral to The CARITAS. • Referral to CAMHS. • Additional transition for vulnerable pupils when joining/moving on from the school, or changing year groups/key stages.
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Consistent use of our school's behaviour policy by all teaching staff. • Individual behaviour plans in place/sticker charts • Social skills/behaviour group using social skills programme. • Time-out support. • Reward & consequences system used consistently. • Strategies in place for unstructured times of the day e.g. additional support for break time. • Daily drops in to SENCO/DHT.
How we support pupils in their transition into our school and when they leave us <i>and</i>	<ul style="list-style-type: none"> • Class teacher and the SENCO support the transition process based on individual needs.

<p><i>in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> • Work through PSHCE topic on managing and preparing for change for all children. • Transition plans for individual children if required. • Social stories and visual prompts for pupils. • Programme of visits. • Good links with secondary schools and staff to increase familiarity. • Transition projects e.g. photo voices.
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • Intervention from physiotherapy/occupational therapy team. • Assessment and individual programmes. • Specialist resources. • Close liaison with medical staff where required. • Staff training for managing particular medical needs. • SEND support plans with recommendations from professionals and outside agencies. • Exercises completed during school day.
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • We work closely with all of our parents to support their child during their time at St Clement's. • Parent meetings at the beginning of the year give parents to meet staff and learn how they can support their child best in that year group. • We have 2 parent's evenings during the year and reports are given out at the end of the school year. • Additional support can be offered through additional meetings with the class teacher and SENCO. • We offer a range of family learning opportunities such as Family Numeracy and Family Literacy, working in conjunction with Halton Family Learning team to deliver these. • We also subscribe to CARITAS. • The school works closely with a range of outside agencies that both support parents and children. These can be accessed when necessary.
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> • Small group work or one-to-one tuition with a teacher or teaching assistant, to help pupils reach their full potential in English or maths. • Booster groups to achieve age-related expectations or above age expectations in English and maths. • Pastoral or emotional support from an experienced adult or mentor, to support pupils' self-esteem, attitudes to learning and enjoyment of school.

	<ul style="list-style-type: none"> • Buying new equipment and resources, to support pupils' individual learning needs. • Providing staff training and CPD, which will support the above interventions and strategies. <p>Any other additional provision that is considered to have an impact on pupils.</p>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> • Small group work or one-to-one tuition with a teacher or teaching assistant, to help pupils reach their full potential in English or maths. • Booster groups to achieve age-related expectations or above age expectations in English and maths. • Pastoral or emotional support from an experienced adult or mentor, to support pupils' self-esteem, attitudes to learning and enjoyment of school. • Additional curriculum opportunities or extra-curricular activities including music or sports tuition, to enable pupils to take part in and develop individual talents. • Funding places on educational visits or residential trips, to ensure all pupils can experience exciting and challenging activities. • Funding for breakfast club or after-school care, to encourage good attendance, social skills and personal development. • Funding for school uniform items, to aid inclusion and support pupils' self-esteem. • Buying new equipment and resources, to support pupils' individual learning needs. • Providing staff training and CPD, which will support the above interventions and strategies. <p>Any other additional provision that is considered to have an impact on pupils.</p>
<p>SENCO name/contact: Michelle Panayi</p>	
<p>Headteacher name/contact: Mark Parker</p>	
<p>ANNUAL REVIEW 2018-19 Completed by: Michelle Panayi Date: September 2018</p>	

SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs	
6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.