

St Margaret Clitherow Primary School Governors SEN Report to Parents

These pages set out information about our provision for children with special educational needs (SEN). They are updated annually.

About our school

St Margaret Clitherow Primary School provides for children and young people with a wide range of special educational needs including those with:

1. Communication and Interaction needs

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning needs

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Mental and Emotional Health needs

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

We are a mainstream school.

Our special educational needs co-ordinator (SENCo) Mrs Ilira Heath, can be contacted on 02084503631 or iheath@clitherow.brent.sch.uk. Our governors with responsibility for SEN is Ms Helen Hagger and Mrs Mary O'Connelly. Our SEN policy can be found on the school's website.

Identifying Special Educational Need

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At St Margaret Clitherow Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

How do we work with parents and children

We listen to and act upon the concerns of parents. All staff members are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information. The Parent Partnership Service is for all parents and carers of children who have Special Educational Needs (SEN). These are children who cannot benefit fully from their education without extra help. The Parent Partnership Service can offer help, information and support. It aims to encourage parents to take an active role in decisions about their child's education and encourage all those involved to work together for the benefit of the child.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are. Further information can be found on the LA website (www.brent.gov.uk) about the Brent Local Offer, which outlines service provision in the borough and support available to parents and children with SEND. We will always contact parents if we have a concern that a child may have a special educational need. Parents will always be informed if their child is placed on the SEN register, or removed from it. We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this in a variety of ways including termly meetings, parent evening meetings, using home/school diary and phone call.

Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan and SEN Policy.

What expertise can we offer?

All members of teaching staff are familiar with the 2015 SEND Code of Practice.

They receive basic awareness level training in identifying pupils with special educational needs, and implementing strategies to support their learning.

We have staff members who have received enhanced training in relation to the specific needs of particular pupils. Teaching assistants are trained regularly to support the particular needs of the children they work with.

Our SEN governor attends governor training relating to SEND.

External Agencies

The following agencies and individuals have supported SEN pupils throughout the year:

- BOAT (Brent Outreach Autistic Team)
- Educational Psychology
- Speech and Language Therapists
- Family Action e.g. CAF, CIN, CP meetings
- Education Welfare Officer
- CAMHS (Brent Child and Family Clinic)
- Occupational Therapists
- Art Therapy
- IAS (Information, advice and support service)

Information about these services and what they offer can be found on the Brent County Council SEN web pages: <http://brent.gov.uk/services-for-residents/family-and-schools/the-brent-local-offer/> We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

Liaison with School Partners

Strong links exist with local primary and secondary schools. Meetings take place between SENDCo's to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to Secondary Schools. The SENDCo is an active member of the Willesden SENDCO cluster group which meets termly. Separate transition and induction visits are set up for pupils with SEN where required. The SENDCo also attends network meetings in addition to the Willesden cluster meeting to ensure that good practice is shared.

Staff Development

Staff members have attended continued professional development in the following areas:

- Delivering effective interventions
- Differentiating effectively
- Speech and Language development
- Mentoring
- Assertive behaviour management
- Phonics
- EAL support
- Using I Pads effectively
- Medical training
- Autism training

Trends over the past 4 years

% of SEN has been higher than Brent average of 21.2% and also higher than national average of 21% during 2012-2013 and 2013-2014. 2014-2015 is the first year when the figures are lower. 2015-2016 saw a rise in the number of children needing SEN support. We have seen an increase in the number of children with language and communication difficulties as well as moderate to specific learning difficulties.

Number of children on our SEN register July 2016

July 16	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
SEN Support	1	2	7	6	12	7	4	6	45
ST	0	1	0			2	3	4	10

Number of children on our SEN register July 2015

July 15	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
SEN Support		5	3	9	3	2	5	4	31
ST	2				1	2	3	2	10

Number of children on our SEN register July 2014

July 14	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
SA	-	6	8	2	1	1	1	4	23
SA+	-	-	3	5	2	5	3	1	19
ST	-	-	-	-	3	3	4	1	11

Number of children on our SEN register July 2013

July 13	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
SA	-	0	2	9	1	1	1	0	14
SA+	-	3	6	3	5	1	4	2	24
ST	-	-	-	-		2	3	4	11

Parent Communication

Parents and carers are updated regularly on their children's progress. The school has introduced the ISP meeting format where parents and pupil have an input into the child's targets and next steps. These occur once a term – 3 times a year. The SENCo is available for parent consultations on request. Annual satisfaction surveys are sent out to a random selection of parent/carers of SEN pupils to monitor parent satisfaction.

Exclusion

During 2015 – 2016 there were no exclusions of any pupils, including SEN.

Budget Allocation

SEND budget is used to fund SpTA costs and additional support through TAs and specialist resources. Additional funding from Pupil Premium is also used to support SEN pupils through enrichment activities to support learning. The total SEN finances include the costs associated with staffing, specialist training and resources to support and enhance learning experiences for pupils with SEND.

Disability Duty – Accessibility and Future Plans

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents / carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for pupils.

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen. On a voluntary basis, staff members undertake training to support and/or assist children with specific physical or medical needs, as required. Our disability scheme and equalities information are available on our website.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

- Parents / designated person will accompany children on visits.
- Disabled toilet
- Support with PE
- Visual-timetables in class, coloured overlays.
- Special seating – such as move and sit cushion
- Inclusive ethos of school.
- A flexible approach to meeting needs as they arise

How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school and moderated at regular pupil progress and intervention meetings.

In addition, for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

In addition to the termly tracking of SEN pupil progress and attainment within each cohort, the individual progress of all SEN pupils is recorded, tracked and analysed on a termly basis with a record of interventions and their impact on pupil outcomes.

Provision Maps are used to record and monitor interventions across the school.

Following termly Pupil Progress meetings (ISP reviews), class teachers produce a class plan outlining interventions/additional support for all 'under achieving' pupils, including those with SEND. Adults running interventions, liaise with class teachers on an on-going basis to monitor the impact and effectiveness of the provision, reviewing and adapting the intervention as appropriate.

The SENCO works with teachers and TAs to improve the quality, effectiveness and measurability of all interventions, liaising with external agencies, as appropriate.

Children with SEN support (previously called School Action or School Action Plus)

In addition, children with SEN support have a plan that outlines the strategies, interventions and support needed to achieve agreed desired outcomes to help them become better prepared for adulthood. These outcomes are reviewed and recorded every term in meetings with the child, parent and class teachers.

Children with an EHC plan or statement

In addition to termly review meetings we also hold an Annual Review meeting. We work with the parents and pupils to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible.

Staff work with pupils to develop an "All about me" document that is presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults involved and important information about their happiness and aims in life.

Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

What do we do to support the wellbeing of children with SEN?

All children have the opportunity to share their views through their school council representatives at School Council meetings.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEN we liaise with parents and appropriate agencies to support a smooth transition into our school. We begin to prepare young people for transition into the next stage of their education by liaising with parents, appropriate agencies and the receiving establishment.

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://brent.gov.uk/services-for-residents/family-and-schools/>

Brent's Local Offer contains lots of information for parents. Click here to see it:

<http://brent.gov.uk/services-for-residents/family-and-schools/the-brent-local-offer/>

How do we help children when they move to our school?

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and spend a short time in their new class so they know what to expect. Once we know that a child has SEN we will meet with parents to decide on the desired outcomes we are all working towards, and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a "transition plan" to help a child settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting. If appropriate a one page profile – a 'communication passport' can be drawn up to communicate to staff exactly how to help your child and explain what we are all working on.

How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to the new school. If a child has SEN we also:

Pass on SEN records to the new school including SEN support plans, or EHC plans and "one page profiles" drawn up.

- Liaise with the SENCO/ year group leader of the new school to clarify any information necessary.
- If needed, we can include ways to support a child to have a settled move to a new school through their SEN support plan or EHC plan. For example we may organise some extra visits to the school or do some work to help prepare them for the transition – e.g. drawing maps of the new school

- and/or working on a new one page profile for the new school.
- We invite the new school to the last annual review of a child with an EHC plan and a transition plan can be set up as part of this meeting.

How do we help children when they move between classes and/or Key Stages of education?

When moving classes in school:

- Whole class session with the new class teacher
- Visit or visits to new classroom
- If your child would be helped by a transition photograph book to support them understand moving on then it will be made with them.
- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new teacher.

How are adaptations made to the school to help children with SEN?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How do we support the emotional and social development of all our children?

The school's "Behaviour" policy can be found on the school website

We also teach children strategies to help them socially and emotionally in the following ways:-

- PSHE lessons
- Circle time
- Assemblies
- Small group Interventions such as "social stories", Friendship groups, Lego therapy.
- Playground Buddies – Red Hats

If necessary we also support children's social and emotional development in individual support plans that teach social skills and coping strategies. The school also uses counseling support from a behavior specialist as well as 1:1 Art Therapy sessions delivered by two Art Therapists.

Interventions:

- A dedicated Spld Teacher has been appointed to work primarily with KS1 and KS2 on small group and 1 to 1 interventions/support in liaison with class teachers. All programmes run are tailor made and cater for the needs of the individual children.
- There is a focus on additional phonics support in KS1, Words First for Y1 and Y2 and small group intervention (x2 per week) for identified Y2 children and (2x week) for Year 3 children. In addition, there are interventions run daily for identified Y1 children.
- Reading interventions based on decoding, inference and deduction skills have been introduced in KS1.
- We have two Etklan trained TAs who support pupils with speech and language issues as well as running the therapy sessions for the children in the school. This has informed subsequent provision.
- Regular TA training provided ensures regular updates on the most effective programmes, behaviour management and best practice.
- Literacy and Numeracy booster classes are run by the teachers after school and during lunch times to support and extend children's literacy and numeracy skills in KS2.
- The Educational Psychologist has been in to assess and advise on support for specific pupils. This has informed subsequent provision.

SEN Staff Training during 2015/16 & to present.

All Teaching staff members have attended training courses in Speech and Language difficulties support, Autism, Precision teaching, Behaviour management, Lego Therapy, Ipad use as well as Emotional support. Training by the EP has been planned for the near future.

The SENCO has attended training provided by the local authority. The SENCO has regularly attended partnership SEN network meetings and is an active member of the Willesden cluster.

INSET outlining the New Code of Practice and changes has been delivered to teaching staff and the governors.

What do I do if I am concerned about the quality r effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governors. If you are concerned at any time please contact the school in this order:

- Class teacher
- Inclusion Manager
- Member of The r Leadership Team - Deputy Head Teacher - Head Teacher
- Chair of Governors

The schools complaints policy can be found on the school website.

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