

St Margaret Clitherow Catholic Primary and Nursery School

Special Educational Needs and Disability (SEND) Annual Report to Governors

September 2016 - July 2017

Governors and staff at St Margaret Clitherow Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We believe in providing every possible opportunity to develop the full potential in all children and this is reflected in our policies. These policies can be viewed on the school's web site under policies (<https://www.st-margaretclitherow.nottingham.sch.uk/policies>).

- SEND School Policy
- SEND Pax Christi Academy Trust SEND Policy
- School SEND information for parents
- Behaviour Policy
- Disability and Equality Scheme
- Health and Safety Policy
- Intimate Care Policy
- Safeguarding Policy and related documents

Update on the New SEND Legislation

September, 2014 saw the introduction of the New Special Education Needs and Disabilities (SEND) Code of Practice. The Special Educational Needs and Disability Code of Practice: 0-25 was revised in September 2015. St Margaret Clitherow continually reviews and seeks to improve the quality of provision for special educational needs and disability. The following adjustments have been made to accommodate the changes:

- The SEND policy has been revised to reflect the new Code of Practice.
- Sarah McQuaid, the school SENDCo, is working towards the Post Graduate National Award for SEND Coordination.
- Teachers and teaching assistants have received SEND training, and updates from the Special Educational Needs Coordinator with regards to the change and their responsibilities for SEND pupils.
- The special educational needs list was reviewed and children moved from school action and school action plus to the new SEN Support category.
- The school's SEND provision was registered with the Local Authority's Local Offer. The Local Offer provides information for children and young people with special educational needs and their parents or carers in a single place. This can be accessed at: <https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>
- The school website is currently being updated to ensure that all key and legal documents are available.
- Annual reports to governors have been written and displayed on the school website. In addition, a parent friendly guide to SEND at St Margaret Clitherow has been made available.

Key Staff

The Special Educational Needs Co-ordinator is: Sarah McQuaid

Zoe O'Neill was acting SENCo for the year 2016/17

The SEND governor is: Pat Bradley.

St Margaret Clitherow also employs the following to support the inclusion of pupils with SEND:

- 7 full time teaching assistants and 5 part time teaching assistants.
- 1 trained Teaching Assistant is responsible for carrying out literacy assessments.
- 1:1 Teaching Assistant Support for a specific individual as determined by individual needs and their HLNf or EHCP.
- 1 teaching assistant delivers Social and Emotional teaching across the school.
- SENDCo available 5 days a week in school.

SEND register 2016/17

According to the Code of Practice (2014), a child has SEND if:

- they have a learning difficulty or disability that means that he or she has significantly greater difficulty in learning than the majority of the other children of the same age or
- they have a disability which significantly prevents or hinders him or her from making use of the educational facilities generally provided for others of the same age in mainstream schools.

At St Margaret Clitherow School a pupil entered on the SEND register will have a significantly greater learning difficulty or disability that requires provision that is additional to and different from that received by the majority of the other children in their class. Pupils recorded on the SEND register follow a graduated level of provision:

SEN Support	All children will have a Personal Learning plan with individual targets and provision that is reviewed every half term. Receive additional in class support, interventions and use of support materials where suitable.
High Level Need Funding (HLNF)	Additional funding received from the Local Authority to enable more personalised provision and support. Outside agencies involved.
Educational Health Care Plan (EHCP)	High degree of personal provision for pupils with severe and complex needs.

The national average of pupils with SEND for all primary schools in January 2016 is **13.4%**

www.gov.uk/government/statistics/special-educational-needs-in-england-january-2016

We currently have **20 pupils (9% compared with 13.4% nationally)** of the school intake recorded on the SEND register under the following categories:

- Cognition and Learning: Specific, moderate or severe learning difficulties including dyslexia, dyscalculia and dyspraxia.
- Communication and Interaction: Speech, Language or Communication need, Autistic Spectrum Condition
- Social, Emotional, Mental Health: Anxiety, ADHD

- Sensory/ Physical

Since 2015/16 5 children have been added to the register and 1 child has been removed due to moving to another school.

3 children receive HLNF. However, 1 child has left the school. Therefore 2 (0.8% of pupils on roll) children at present receive HLNF.

At present 0 children have an EHCP but 1 has been requested and is in the process of being written in collaboration with parents and the local authority.

The register is not fixed and pupils may move on/off the register depending on their progress and level of need.

In addition, pupils who have been identified as falling behind are added to a monitoring register. At present, 8 pupils are being monitored.

Attendance

The attendance of pupils with SEND is closely monitored by the SENDCo who has worked with the Deputy Head Teacher in identifying persistent absentees. The SENDCo tracks the attendance of pupils with SEND once a term.

The attendance of pupils with SEND = 95.85%

The attendance of the whole school = 96.58%

There has been no exclusions.

SEND Funding

St Margaret Clitherow ensures funding is made available from the school's general and SEND budget (element 1 and 2) to meet the individual needs of pupils as required. The SEND Funding supports the provision of all SEND pupils across the school. In addition to this, there are two children who receive HLN (Higher Level Need) funding in the school. This support is granted through a bidding system. Bids are written by the school SENDCo in collaboration with parents, teachers and other agencies. An external panel grants the HLN funding.

In 2016/17 two bids were made for HLNF. One was a continuation for a Band B bid. Unfortunately, a Band B was not obtained and a Band A was granted. The other was a new bid for a Band A which was successfully agreed.

The SEND Budget is used to provide staff training, resources and subsidise teaching assistant support for all pupils with SEND across the school. Those receiving HLN funding receive a higher level of support from teaching assistants in line with their HLN allowance and provision map.

Identification of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) Has a significantly greater difficulty in learning than the majority of others at the same age, or

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A child may have SEND if their progress is significantly slower than that of their peers or fails to match their previous rate of progress. There can be many reasons for learners falling behind. These may include absences, attending different schools, health issues, language difficulties, or worries that distract them from their learning. St Margaret Clitherow recognises that children who experience these barriers to learning are vulnerable but this does not mean that all vulnerable pupils have SEND. Therefore the children are highlighted as a concern and added to a monitoring list. The SENDCo and class teacher will closely monitor the child over the half term. Information will be gathered from a broad range of sources including seeking the views of parents and the pupil as well as from teachers and assessments. Only pupils with a learning difficulty that requires special educational provision will be identified as having SEND.

St Margaret Clitherow School recognises the importance of early identification of pupils with SEND and uses a combination of teacher assessment in combination with sought in specialist involvement for children with more complex needs. The SENDCo also observes pupils with SEND and pupils that are on the monitoring register.

The school has a clear approach to identifying and responding to SEND. Quality First Teaching is essential in removing barriers to learning. St Margaret Clitherow's graduated response procedure is outlined in appendix 1.

External Agencies

St Margaret Clitherow works closely with external agencies to support the needs of pupils with SEND. The following agencies have been involved during 2016/17

- Speech, language and communication therapists.
- Local Authority ASD team.
- Local Authority Inclusion Team.
- Local Authority Transition Team.
- Educational Psychologist.
- CAMHS.
- School Nurse.
- Community Paediatricians.
- Local GP's.

External agency support is reviewed at the end of each academic year.

The school nurse, in collaboration with the SENCo, has organised termly drop in sessions for parents. She provides a 1 hour drop in session for primary aged children (5-11) and ½ an hour drop in session for parents in foundation. This service has been greatly received by parents and a number of parents have attended the sessions to discuss concerns.

Assessment and Progress

Personal Learning Plans (PLP's) have been introduced this year as a way of tracking a child's progress and setting specific targets to meet the needs of individual children. PLP's are a working document which are updated regularly. Provision maps are also provided to show any interventions in place. The progress of pupils with SEND is reviewed regularly by the class teacher so that they can make

adaptations to meet the child's need. In addition, progress is discussed with the SENDCo and any other relevant members of staff that work with the child.

All children are assessed in school, termly, using the school's own assessment system. The class teacher will input data into EAZMAG every half term based on summative and formative assessment. Statutory assessments are carried out at the end of Reception, Year 1 (phonics screening), Year 2 and Year 6.

At St Margaret Clitherow School, pupils with SEND are assessed in the same way. However, pupils with SEND do not always meet the expected age related expectations. Nevertheless, pupils with SEND do make good progress based on their individual starting points and individual targets.

At times, some pupils with SEND make little or slow progress and objectives need to be broken down into smaller steps to show progress. At St Margaret Clitherow School, these pupils use the PIVAT's tool for assessment which has been updated to be in line with the new National Curriculum. This is still tracked using the whole school EAZMAG system. In addition, formative assessment for these pupils is tracked using a hard copy of the broken down objectives on the PIVATS pro-forma. In line with the whole school, children need to show a secure knowledge of each objective, which is evidenced, before the objective is met. At present 8 children with SEND are being assessed using the PIVATs assessment program. The SENDCo has met with another school this year to moderate the work of these pupils. All pupils were moderated at or above the level that the class teacher had assessed them at. This shows that class teachers have a secure knowledge of all pupils.

The provision and progress of pupils with SEND is closely monitored and recorded termly on their Individual Personal Learning Plan as well as on the whole school SEND tracker. Behind each pupil lies an individual story of needs and achievement and data alone does not always reflect the hard work and achievements of our pupils with SEND. Therefore, data stories and individual case studies have been written by the SENDCo, after consultation with the class teacher, to reflect pupil's progress and achievements.

SEND Provision

This has been our third year since the Department for Education published the new Special Educational Needs Code of Practice in 2014 and our school focus has been on firmly establishing the graduated response of SEND provision and applying the 'Plan, Do, Assess, Review' cycle as outlined in The Code of Practice. At St Margaret Clitherow the following graduated approach is followed:

First quality teaching (Wave 1): High quality mainstream teaching that recognises that all teachers are teachers of Special Educational Needs. This includes differentiated planning and delivery, inclusive and inspiring classrooms with visual aids, learning walls and a variety of learning resources (word mats, counters, dictionaries) and clear marking and feedback with chances for pupil self-assessment and up-levelling.

SEN Support (Wave 2): Additional provision through small group or individual interventions to reduce gaps in English, Maths or social and emotional development.

Higher Level Need Support (Wave 3): Personalised and curriculums to meet individual needs with daily access to 1:1 support.

St Margaret Clitherow has a bank of resources and interventions in use to support pupil progress as required and delivered in small groups or 1:1 or used in the classroom. These include:

- NUMICON
- Focused phonics intervention
- Reading inference catch up groups
- Coloured overlays
- Writing slants
- SNIP program
- Styles reading support
- Talk Boost
- Maths Coaching System
- Social Stories
- Gross Motor Skills Programme
- Interactive Music
- Lego therapy

(This is not an exhaustive list)

Communicating with Parents

All parents with children receiving SEND support have had formal meetings with teachers termly at parents evening. At these meetings the pupil's progress, provision and targets are discussed and their Personal Learning Plans are shared. Parents also receive minutes from any multiagency review meeting as well as any reports from external agencies involved. All pupils with a High Level of Need are given the opportunity to have an extended parent teacher consultation. In addition to this parents have been given the opportunity to meet the teachers at the start or end of the day, at an arranged time in the day or arrange to talk to the SENDCo and /or arrange more frequent meetings if they have concerns or there is a need to review provision or targets more frequently.

At present there is 1 open CAF.

CPD and Training

St Margaret Clitherow ensures that all staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo provides professional guidance to colleagues and is responsible for ensuring that staff receive relevant training.

The school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events and through private and voluntary providers. Training needs are considered for teaching staff, teaching assistants, NQT's, parents and Midday supervisors.

The following training has been offered at St Margaret Clitherow School during the past year to help meet the needs of pupils with SEND:

- Whole school inference training.
- First Aid.
- Whole spelling INSET day looking at strategies to promote the teaching of spelling.
- Hayes safe guarding training completed by all staff.
- Numicon training – delivered to a TA from the LA.

- Social stories writing – delivered to the SENDCo and a TA from ASD team.
- Training and support from external agencies – SALT, ASD team and Inclusion team.
- SEND staff meetings – legislation and new strategies in school.
- New to SENDCo course – attended by the acting SENDCo.
- HLN bid writing - attended by the acting SENDCo.
- SENDCO conference - attended by the acting SENDCo.

In addition, the SENDCo attends relevant SEND courses, Family SEND meetings and moderations.

Developments in 2016/17

The provision for pupils with SEND has developed and grown at St Margaret Clitherow School over the past year. The acting SENDCo has worked hard to ensure that good practice is prompted throughout the school. The following developments have occurred throughout the year:

- Deeper understating of code of practice embedded throughout the school.
- Forecast and tracking system set up and updated every half term.
- Introduction of personal learning plans which have been updated and monitored every half term, including impact of interventions.
- Moderation of PIVATS with other schools.
- Increased involvement from external agencies - including a dyslexic screening.
- Increased involvement of pupils in their provision by prompting the pupil's voice.
- Introduction of Lego therapy to develop social and emotional skills.
- Data stories and case studies written to show progress and provision.
- Class and whole school provision maps updated.
- Allocation of HLN for 2 pupils.

Future development at St Margaret Clitherow

As a school we continually seek ways to improve our inclusion and SEND provision. Next year we aim to:

- Provide CPD for Teachers and Teaching Assistants in supporting children with dyslexia.
- Provide training for new staff on school SEND Policy and Procedures
- Provide training for new staff on areas of high need e.g supporting dyslexic learners, emotional health and well-being, support for autistic learners.
- Consider and develop ways of improving communication and use of the school SEND web site.
- Continue to embed good practice throughout the school by monitoring SEND revision.
- Review and update the schools SEND policy.



Concern raised
By parent, teacher/other

Observations
Data assessment analysis
Information gathering
Parent/professional meeting

Action plan agreed
FQT with differentiated learning
Targeted interventions and support
Review after 1 term

Progress made remain on FQT for 1 more term
If progress sustained remove from concern list.

Remain as a concern and monitor

Little or no progress
Still a high level of concern
Parent/professional meeting
Involve other professionals as needed
Add to SEN Support List (low level)
Target and/or specialist interventions/assessments
Review after 1 term

If progress continues place at HQT.
Progress made but still concerns.

SEN Support

Flow chart

Key

- FQT:** High quality teaching
- SEN:** Special educational need
- HLNF:** High level need funding
- EHCP:** Education and Health Care Plan

Little or No progress
Still high level of concern
Multi Agency meeting with parents
Apply for HLNF and /or assessment for Educational Health Care Plan
Place on SEN support (high level) specialist interventions/assessment
Individual provision map
Review after 6 weeks

Progress made continue current support and review after 6 weeks.
If progress continues keep at current support for further 1 term.
After two terms if progress maintained reduced place to SEN support

H
L
N

Further concerns, no progress or escalating needs.
Emergency multi agency meeting with parents
Local Authority SEN involvement
EHCP assessment request
Individual provision map
Alternative provision sought
Review after 4 weeks