



SEND Report

St Margaret Clitherow Academy

Introduction

As part of their statutory duties governors must publish information and report on the academy's policy on special educational needs. The academy has a named governor responsible for monitoring the implementation and effectiveness of the policy.

The Special Educational Needs Coordinator is Mrs McQuaid and the named SEN Governor is Mrs P Bradley.

We provide a welcoming community, based on Gospel values, where each individual is equally loved and valued for who they are. We provide a climate of successful learning in which children are encouraged to work to the best of their ability and develop their individual talents.

We live by our golden rule: '**Love one another.**'

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 provision at St Margaret Clitherow has been adjusted to accommodate these changes in the following areas:

- The SEND policy has been revised to reflect the new Code of Practice, after consultation with parents and approval by the full Governing Body.
- A new Supporting Children with Medical Conditions policy has been written and approved by Governors and the School Nursing Team.
- The SEND page on the school web site updated to provide information to parents on how St Margaret Clitherow identifies and provides for pupils with special educational needs and disabilities, how parents/pupils are involved, how we assess etc.
- Teachers and teaching assistants have received SEND training, and updates from the Special Educational Needs Coordinator with regards to the changes 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: www.nottinghamcity.gov.uk/localoffer

Number of Children with Special Educational Needs

In the Academic year 2014/2015 there were 220 children on roll in the main school with a further 26 in the Nursery. 25 children in the main school were identified as having SEN.

Number of Pupils with SEND:

Level of SEN	Number of pupils	Percentage of school pupils Yr 1-Y6	Area of Need
School Support	25	11.3 %	*Cognitive learning difficulties *Moderate learning difficulties *Autistic Spectrum Disorder *Social and emotional difficulties *Communication, interaction and language difficulties *Sensory and fine motor skill needs
School support with Higher level Need (HLN)	2	8 %	Areas of need as above, HLN funding in place to support children in a greater level. Outside agencies also support children and class teachers
SEN with Educational Health Care Plan (EHCP)	0	0.0%	EHCP has now replaced the statement- this is allocated to children with more complex needs. As shown in the grid there are currently no children at St Margaret Clitherow Academy with a statement.

- Please note that Statements are now called Educational Health Care Plans and we are currently in a transition period of these names being changed.

High Level Needs of Learning

Within the SEN Support list some SEND pupils will be known as High Level Need (HLN) pupils as they require a high level of **specialist support** to meet their needs. These pupils will all have **Individual Provision Maps** and a percentage of them will receive extra finance towards their personalised learning (HLNF) from the Local Authority to fund the high level of 1 to 1 support they need. Currently we have 1 (%) of pupils with HLN and 0 (0.0%) of pupils receiving HLNF.

Progress of Pupils with SEN

Passports to Success have been introduced this year as a way of ensuring that all concerned focus on specific targets for the needs of individual children. The Passport to Success is a working document which is updated regularly. Provision maps are provided for children who have their own personalised learning timetable. The progress of SEND children is reviewed daily by the class teacher and discussed with SENDCo and other relevant members of staff who may work with the individual child. All relevant information is shared with parents/carers at review meetings and are encouraged to raise any concerns to class teacher if necessary. Class Teachers are all aware of the monitoring and assessment stages that must take place before identifying the child with Special Educational Needs. From monitoring and assessing 2 children were placed on SEND support list due to SEND needs being identified during monitoring and assessing process and 2 children have been removed from the SEND list due to good progress and no longer requiring SEN support.

To ensure our SEND pupils are being accurately assessed the School has submitted work to be externally moderated which showed accurate assessments (May 2015) and also moderation of SEND pupils work has taken place in Family of School Moderation meetings. (April 2015)

How is a child's needs identified as needing extra support and possibly have a special educational need?

At St Margaret Clitherow we identify children as having special educational needs in a variety of methods including:

- *Class teachers may raise concerns when a child is performing below age related expectations, class work, test results and in-formal observations. Class teacher may also be concerned if child demonstrating difficulty to retain information from previous lesson or behaviour is affecting child's performance.
- *Concerns raised by parents- Behaviour, Academically
- *Liaise with previous class teacher or previous school if child has recently moved to the school

The class teacher will provide target interventions where possible to support the child's needs. They will also continue to meet and discuss with the parents how the intervention is supporting the child and if not what steps need to be put in place. If the child does begin to respond and make progress they can be removed from the school's SEN register if applicable.



Communicating with Parents

All parents with children who are receiving SEND support have meetings with teachers termly and receive regular information about the provision and progress of their child. Children with SEND needs have a 'Passport to success' which gives children their own individual targets, where possible these targets are discussed, agreed and signed with the child and then are shared with the parent/ carer. Parents also receive a formal report once a year but are also encouraged to arrange a meeting at the end of the day if they wish to discuss any concerns they may have.



What should a parent do if they have a concern or think their child has a special education need?

If you have any concerns about your child please come to see the class teacher. Your child's teacher is the first point of concern and they will be more than happy to arrange a meeting with you to discuss any concerns or worries you may have. More than likely the class teacher will then inform Mrs McQuaid (Special Needs Coordinator). However, if you would like to meet with Mrs McQuaid in person please inform the office and we will arrange a meeting as soon as possible. We aim to support your child in their education in the best possible way to enable them to be happy and reach their full potential and so a positive relationship with parents is essential.

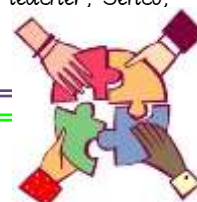


How will I be informed of my child's progress?

Class teachers aim to meet with parents of children with special educational needs at least on a termly basis. Most often informal day to day daily dialect is given to parents of SEN children to inform them of their child's day or any problems they have arisen. Also, home/school diaries are also used as a way of giving daily information or alternatively a phone call if necessary.

Often scheduled meetings that take place are part of a Parents Evening, but it does not always allow enough time to discuss the progress and next steps so another time may be offered to parents by class teacher. The class teacher will often ask the parents to sign the SEN review sheet to show they agree with the child's targets and next steps.

Other meetings which may take place are CAF meetings which allow for all support agencies, class teacher, Senco, parents and Home school support worker to come together to discuss the needs of the child.



Who makes the decision of the support my child will receive?

Parents, class teacher, SENco work in collaboration to discuss the needs of the individual child and the level of support they require. Different children will require different levels of support in order to help them achieve their full potential.

If my child is put on the special educational needs register now does that mean they will always remain on it throughout their school year?

No, this is not always the case. Before your child is put on to the special educational needs register your child will have been monitored for some time and their progress will have been considered as insufficient. However, with additional support and interventions monitored closely, it would be expected that this would enable your child to make greater progress. Where children do make this progress and narrow the gap, it is in partnership with parents, class teacher and SENco that the child is withdrawn from the additional support and will no longer be classed as receiving SEN School Support.

Although, at St Margaret Clitherow Academy staff do their utmost to support every child and their needs sometimes- even with additional support and strategies in place not all children make accelerated progress or enough progress to meet national standards and so may require SEN support for the duration of their time in our School and possibly beyond.



What Pastoral, medical and social support is available in St Margaret Clitherow Academy?

At St Margaret Clitherow Academy we live by the golden rule which is to 'Love one another'. Our community is built on a Christian values which is at the heart of teaching and learning each day. We welcome and celebrate diversity in our school and encourage children to become confident.

Breakfast club which begins each day at 8am is well attended by children from all classes. During this time children have the opportunity to socialise and play games with each other. They also have 'wake and shake' each morning which is led by our Health mentor.





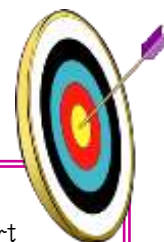
How will the school support my child in transition?

If a child is joining our school we warmly welcome them and their parents to come and visit the school, class and meet the class teacher.

For children with special educational needs often the idea of moving to a new class or even to a new school can be overwhelming and can cause anxiety and distress for a child. As a school we do our utmost to support a child by using social stories, photo book of new changes, short visits to new class or school. The SENco or class teacher will liaise with the SENco or Head of Year at the chosen school to ensure a smooth transition for the child.

The LA Transition Team supports children with higher level needs or on EHCP, this work usually begins at the beginning of year 6.

St Margaret Clitherow Aims for 2015



- *To provide effective training for all staff to support SEND needs.
- * SENCO to gain more information about Dyslexia to inform teachers of how to support children with the correct resources.
- *Monitor the use of the Passports for progress and become more familiar with Eazmag for whole school progress
- *To develop and increase teacher's confidence in observing children which they feel may have Special Educational Needs.
- *To increase the involvement with parents and to ask for their feedback in evaluating the SEND provision.