

St Margaret Clitherow Catholic Primary and Nursery School

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

September 2018 – July 2019

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 believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum. Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND. 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 website 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
- Disability Access Plan
- Graduated Approach
- Behaviour Policy
- Disability and Equality Scheme
- Health and Safety Policy
- Intimate Care Policy
- Safeguarding Policy and related documents

SEND Legislation

The Special Educational Needs Code of Practice lies at the heart of our school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Government produced a new special needs and disability (SEND) code of practice implemented in September 2014. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. SEN support is the new category for additional support for children with special educational needs. Currently, if further support is needed for a child the school, or parent, may request a statutory assessment of special needs for an Education Health Care Plans (EHCP). St Margaret Clitherow has ensured that all requires have been adhered to according to the code of practice but still continually reviews and seeks improvements to improve the quality of provision for special educational needs and disability. In the year 2018/19 the following developments have been made:

- SENCo completed the National SENCo Award
- Whole school training on First Quality Teaching
- Whole school training about mental health (CAHMS)
- Whole school update of legislation and the Code of Practice
- Paperwork regularly reviewed and updated.
- One page profiles introduced and written in collaboration with pupils

- Website updated – Information report produced and reported to governors
- PECS training for 2 x TA's to support speech and language needs.
- Introduced of sensory circuits to promote growth motor skills
- Pilot school for Routes to Inclusion
- EHCPs annual reviews held
- Successful bid for HLN for 1 pupil
- SENCo working with SENCo's in the trust to write trust policies
- SENCO attending train the trainer and SEND reviewer training.
- Resources audited and updated.

Key Staff

The Special Educational Needs Co-ordinator is: Zoe O'Neill

The SEND governor is: Monica Maina

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

- 5 full time teaching assistants and 6 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 HLN and EHCP.
- 1 teaching assistant delivers Social and Emotional teaching across the school.
- SENDCo available 5 days a week in school.

SEND register 2018/19

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 2018 was 14.9% This has increased from 14.6% in January 2018.

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2019>

St Margaret Clitherow currently has 20 pupils of the school intake recorded on the SEND register. This is below the national average. 10% compared with 14.9% nationally. The SEND register categorises the children's needs into four bands areas set out in the Code of Practice. These include:

- 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 and Mental Health: Anxiety, ADHD
- Sensory/ Physical

Since 2017/18 2 children have been added to the register and no children have been removed from the register. 4 children left in July 2018 (year 6 leavers)

2 children receive HLN. (9% of pupils with SEND)

At present 1 child has an EHCP (2.1% of pupils with SEND)

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.

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 2018/19 one bid was made for HLN. The bid was a continuation of Band A funding. The bid was successfully agreed. This child also has an EHCP.

No EHCP request were made.

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

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

Assessment of our pupils is carried out regularly through formative and summative assessment methods and continues throughout their time with us.

We do this by:

- Analysing assessment data no less than half termly to identify children who are not meeting age related expectations
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Providing all adults with the opportunity to discuss concerns at any time
- Liaising with parents regularly at parents meetings. .

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.

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 2017/18

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

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

Assessment and Progress

One page profiles have been introduced this year to outline each child's needs and the provision they need to be able to achieve. These are working documents and are reviewed regularly with parents, the child and the class teacher. In addition, class provision maps are also provided to show any interventions in place. For children that are in receipt of HLN, they have an individual provision map and a personal learning plan to outline personalised targets. 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 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 6 children with SEND are being assessed using the PIVATs assessment program.

The provision and progress of pupils with SEND is closely monitored and recorded termly on a pupil progress report as well as on the whole school SEND tracker. The report also outlines progress made against targets set by the class teacher. 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.

Attainment and Progress of Pupils with SEND 2018-19

Year 1 Phonics Test

	No of pupils	Passed
SEN support	4	25%
EHCP	0	0%

End of Key Stage 1

	No of pupils	Met National Expectations		
		Reading	Writing	Maths
SEN support	4	0%	0%	0%
EHCP	0	0%	0%	0%

End of Key Stage 2

	No of pupils	Met National Expectations		
		Reading	Writing	Maths
SEN support	2	0%	0%	0%
EHCP	0	0%	0%	0%

All children with SEND made expected or accelerated progress from their starting points throughout the school.

SEND Provision

Any child identified on the SEND register receives additional support. This is outlined on each class provision map. Children in receipt of HLNf have an individual provision map to outline their provision. The needs of all children are primarily met by first quality teaching. However, when needs cannot be met then St Margaret Clitherow follows the graduated approach set out in the Code of Practice. 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. These can be used and delivered in small groups, 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 formal meetings with teachers termly at parents evening. At these meetings the child's progress, provision and targets are discussed and shared. 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 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. Parents also receive minutes from any multiagency review meeting as well as any reports from external agencies involved.

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 training on First Quality Teaching
- Whole school training about mental health (CAHMS)
- Dedicated staff meetings
- Whole school update of legislation and the Code of Practice
- PECS training for 2 x TA's to support speech and language needs.
- Hayes safe guarding training completed by all staff.
- Routes to Inclusion training and consultation
- SENCo working with SENCo's in the trust to write trust policies.
- SENCo attending Trust network meetings.
- SENCO attending train the trainer and SEND reviewer training.
- Training and support from external agencies – SALT, ASD team and Inclusion team.
- SEND staff meetings – legislation and strategies used in school.
- SENDCO conference - attended by the acting SENDCo.

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

Developments in 2018/19

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

- Deeper understanding of code of practice embedded throughout the school.
- Understanding the school profile of SEND
- Improvement of First Quality Teaching in all classes
- Forecast and tracking system updated every term.
- Website updated.
- PECS training for staff
- Working with SENCOs in the Trust to write an entry and exit criteria for pupils with SEND
- Increased involvement from external agencies.
- Increased involvement of pupils in their provision by prompting the pupil's voice.
- Consultations with behaviour support.

- Class and whole school provision maps updated
- Allocation of HLNf for 1 pupil.

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 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.
- To develop a curriculum designed for all learners and improve outcomes for those with SEND
- Ensure that the curriculum for those with SEND is holistic, ambitious and highly personalised
- Introduce an SEND toolkit to help with the identification of SEND
- Continue to embed good practice throughout the school by monitoring SEND revision.
- Review and update the schools SEND policy and Accessibility Plan



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

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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