

St Margaret Clitherow Catholic Primary and Nursery School

Special Educational Needs and Disability (SEND) Annual Report to Governors September 2021 – July 2022

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. This must be reviewed annually.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Our School Vision

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.stmargaretclitherow.nottingham.sch.uk/policies>)

- SEND School Policy
- School Information report outlining our local offer
 - Disability Access Plan
 - Behaviour Policy
 - Disability and Equality Scheme
 - Health and Safety Policy
 - Intimate Care Policy
 - Safeguarding Policy and related documents

SEND Academic Year 2021-2022

Year group	SEND support	EHCP	Monitoring
F1	1		1
F2	0		3
Year 1	2		1
Year 2	2		2
Year 3	2	1	3
Year 4	4		2
Year 5	2		3
Year 6	1		1

During the year 2021-22,

- 14 children were identified by the school as SEND Support children (6.6% of the school).
- 16 children (7.4% of the school) were on the SEND Concern Register. These children are on the register due to social and emotional, learning, communicative or medical needs. They have been identified as having a difficulty of need and are monitored on a termly basis. Pupils on this list do not require further SEND support at this stage.
- 80% of the SEND Support register are male.
- 66.6% have English as an Additional Language.
- The main area of need in the school (53%) is supporting pupils with Cognition and Learning difficulties.
- Over the course of the academic year, two children received HLN funding and one child is in receipt of an EHCP (Education, Health Care Plan)(0.5%).
- We supported with the transition of one child with SEND to secondary school. We also transitioned children with SEND to new classes.
- National figures show that average percentages of numbers of children with SEND Support at 12%. National numbers of those with EHCP are 3%.
- At SMC Catholic Voluntary Academy the percentage of children with SEND Support is 6.6% which below the national average.
- Those with an EHCP (0.5%) is significantly lower than the national average.

This is indicative of the unique position we have in Nottingham City where the most significant children, who require more support and extra funding from the local authority, are able to receive this through HLN (Higher Level Needs Funding) and therefore do not have an EHCP. In other areas the children would receive an EHCP and funding together.

SEND School Profile by Area of Concern

<u>Area of Need</u>		No of pupils	% SEND of pupils	% of all pupils
Communication and Interaction	SLCN	2	13%	0.9%
	ASD	5	33%	2.3%
Cognition and Learning	MLD	8	53%	3.8%
	SLD	0		
	PMLD	0		
	SpLD	0		
SEMH		0		
Sensory/Physical Need	VI	0		
	HI	0		
	MSI	0		
	PD	0		

Identifying pupils with SEND

Pupils identified as having Special Educational Needs and Disability at St Margaret Clitherow have full access to a broad and balanced curriculum and all aspects of school life.

There is a whole school approach to SEND policy and practice. All those involved with the pupil, including: parents, teachers and other agencies are responsible for identifying students with Special Educational Needs and Disabilities and, in collaboration with the Special Educational Needs Coordinator, will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Parents' early observations and knowledge of their child are crucial in early identification. The school ensures effective parent and pupil participation in identifying pupils with SEND. Parents have full participation in the process and their opinions and concerns are sought to gain a good understanding of pupil needs.

The school has a clear approach to identifying and responding to SEND. See Flow Chart – Appendix 1. In addition the Trust has an entry and exit guidance for adding and removing pupils from the SEND register in accordance with the areas of need. See Appendix 2.

During the 2021-2022 cohort, 1 pupil was added to the SEND register in Year 3. No pupils were removed from the register. However, 5 pupils were raised as concerns and monitored throughout the year.

Provision for pupils with SEND

Any child identified on the SEND register receives provision that is 'additional to and different from' other children. Children on the register have an "All About Me Profile", which highlights strengths, areas of need and strategies to support the child within the classroom. These are completed with the child at the beginning of the year. Parents are also asked to contribute to these. They also have termly targets set highlighting individual targets

to be achieved and the interventions and strategies put in place. These are monitored and reviewed on a termly basis, or half termly basis depending on need, and shared with parents – and children where appropriate. Pupils with an EHCP and HLN have individual targets set and a provision map.

SEND Interventions and provision that has been in place this year:

- Focused phonics intervention following Little Wandle
- In class targeted support
- Reading inference catch up groups
- Coloured overlays
- Writing slants
- SNIP program
- Maths Coaching System
- Social Stories
- Help mats and checklists to aid independence
- Visual timetables and aided communication (PECS)
- Gross Motor Skills Programme
- Write from the start handwriting program
- Lego therapy
- Mental health first aid sessions

The following agencies and individuals have supported SEND pupils at St Margaret Clitherow throughout the 2021-22 academic year:

- Autism Team - 4 children observed in school. The ASD team worked with staff for each child providing strategies to support the child. The ASD team also provided moderation for HLN bids submitted.
- Learning Support Team – 2 children observed. Additional assessments carried out with both children and discussion with class teachers.
- Transition Team – Early Years ASD Team supporting the transition from nursey.
- CAMHS – 1 referral
- Speech and Language – 3 referrals made. Session provided for children and their families
- Community Paediatricians – reports sent to school from appointments.

Key SEND Personnel

SENDCo – Miss O'Neill

SEND Governor – Monica Maina

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

- 7 highly trained full time teaching assistants and 3 part time teaching assistants.
- 4 teaching assistant are mental health first aiders
- 1:1 Teaching Assistant Support for a specific individual as determined by individual needs and their HLN and EHCP.
- SENDCo available 5 days a week in school – 1 afternoon is dedicated to SEND time

Progress of Pupils with SEND

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.

Year 1 Phonics Screening

30 pupils in the cohort, 2 pupil SEND support.

The number of SEND children achieving age related expectations.

School	National
50%	38%

End of Key Stage 1 Results

29 pupils in the cohort, 2 pupils Send support

The number of SEND children achieving age related expectations.

Reading		Writing		Maths	
School	National	School	National	School	National
50%	30%	50%	20%	50%	33%

End of Key Stage 2 Results

30 pupils in the cohort, 1 pupil Send support

The number of SEND children achieving age related expectations.

Reading		Writing		Maths	
School	National	School	National	School	National
0%	37%	0%	26%	0%	34%

Pupils with SEND are assessed in the same way as pupils with non-SEND. 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. 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.

All children with SEND made progress throughout the year and met individual targets set for them.

Attendance of Pupils with SEND

	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
EHCP				100%			
SEND		95.5%	98.09%	98.36%	95.51%	94.9%	90.33%
Non SEND		96.3%	96.55%	94.66%	94.36%	96.46%	96.78%

Attendance of pupils with SEND is closely monitored by the SENDCo and headteacher.

SEND policy

The Trust has produced an SEND policy. This has been agreed with all stakeholders. The policy is published on the school website and a hard copy can be obtained from the school if requested. The SEND school information report for parents can also be found on the school website. This meets all statutory requirements.

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. 5 bids were made for HLN. One bid was a continuation of Band B funding and four were new bids. The continuation bid was successfully agreed and a new bid was granted for a Band A. The other bids were unsuccessful as it was deemed they did not meet the criteria for HLN. 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.

Training in SEND

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 and Trust events. Training needs are considered for teaching staff, teaching assistants, NQT's, parents and Midday supervisors.

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

- Guidance on First Quality Teaching and Whole school update of legislation and the Code of Practice
- Dedicated staff meetings
- Hayes safe guarding training completed by all staff.
- Routes to Inclusion update for the SENDCo
- New HLN guidance for the SENDCo
- Training and support for teachers and teaching assistants from external agencies – SALT, ASD team and Learning Support Team.
- Intense Interactive training delivered by the ASD team
- PECS training delivered by the ASD team
- Mental Health First Aid training
- SENDCo has attended all trust networks

In addition, the SENDCo attends relevant SEND courses, Family SEND meetings and moderations and reports back all relevant information.

Review of actions from 2020/2021

<u>Actions for 2020/21</u>	<u>Review</u>
To embed a rigours target setting and monitoring system for SEND.	PIVATS reviewed and set up for targeted children Termly SEND reviews with class teachers. Targets discussed and news ones set
To further refine use of Provision Maps and SMART targets to enable pupils with SEND to make progress towards highly personalised and ambitious targets	Class provision maps updated and reviewed Individual provision maps for pupils with HLN and EHCP
To review SEND provision to ensure the curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.	Meeting with Subject leaders about progression maps First Quality teaching strategies used in classrooms All children access the same curriculum
To ensure that the school's workforce are confident in meeting the needs of SEND children	In house staff training Learning walks Termly SEND reviews with class teachers Resource sharing Work with external agencies
To invest in Literacy assessments to screen pupils for dyslexia.	Purchased GL assessments toolkit for dyslexia screening

Actions for 2022 - 2023

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

- To ensure that SEND policies and procedures are made available to all stakeholders.
- To review and monitor SEND provision to ensure that all staff are confident to provide scaffolding as a means of differentiation to support children in the classroom to become active learners and develop independence across the curriculum. To ensure pupils with SEND make good progress from their starting points
- To continue to refine and embed a rigours target setting and monitoring system for SEND (use of Engagement Model and new OLoL Academy Trust tracking system – Otrack)
- To ensure that the school's workforce are confident in meeting the needs of SEND children – new staff



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

Appendix 2

Guidance for entry to Special Educational Needs and Disability (SEND) list

This guidance is for all SENCo's, head teachers, teachers and professionals in schools to help make decisions for a pupil's entry to the SEND list.

Our Lady of Lourdes Mission Statement

We are a partnership of Catholic schools and our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

We will achieve this by:

- Placing the life and teaching of Jesus at the centre of all that we do.
- Following the example of Our Lady of Lourdes by nurturing everyone so that we can all make the most of our God given talents.
- Working together so that we can all achieve our full potential, deepen our faith and know that God loves us.
- Being an example of healing, compassion and support for the most vulnerable in our society.

Definitions of Special Educational Needs and Disability

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 them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children who have EAL are not considered to have SEND if they have not yet acquired Basic English skills. They must have been in the country for at least 2 years before being added to the concerns list. Concerns must be raised and the child monitored for at least 1 term before being added to the SEND list.

What is SEND Provision?

Following a graduated response, children are added to the SEND list if they are receiving support that is 'additional to and different from' provision that is generally made for children in the school of the same age without which a pupil is unable to learn. Concerns must be raised and the child monitored for at least 1 term before being added to the SEND list.

This excludes provision the school should be making for children who are underachieving to catch up.

Guidance for the Areas of Need

Children will be considered to be added to the SEND register in the following areas of need and for the following reasons:

Cognition and Learning including MLD, SLD, PMLD, SpLD (see glossary)

- A child is making small steps or no progress in one or more of the core subjects (reading, writing, or maths) despite differentiation and targeted intervention after being added to the concerns list and being monitored over at least 1 term.
- A child is working significantly below (2 years of their age expectations and not narrowing the gap to their peers) in one or more of the core subjects (reading, writing or maths)

- A child has significant difficulties with processing, working memory and concentration compared to their aged related cognitive ability.
- A child has been assessed as having a SpLD which is contributing to their progress and attainment – dyslexia, dyscalculia, dyspraxia

Communication and Interaction

This may include a diagnosis of ASC but if they are not receiving provision that is ‘additional to or different from’ they will be added to the concerns list.

- A child has limited or no speech that is preventing them from communicating with others.
- A child has speech which is difficult for others to understand (difficulty in making different sounds, stammering, stuttering) that has an impact on their learning, social skills and well-being.
- A child has limited expressive and receptive language that has an impact on their social interaction, learning and daily life.
- A child has significant difficulties interacting with others regularly. For example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things, turn taking or forming positive relationships

Children in EYFS and Year 1 will not be added to the SEND list under SLCN unless the difficulties are significant. Children need time to develop.

Children under SALT will not necessarily be added to the SEND register. It will be dependent on the level of their need and SALT assessment. These children will be added to the concerns list.

Social, Emotional and Mental Health Needs including ADD, ADHD, AD, OD (see glossary)

This has to be a clear identified need and not just poor behaviour.

- A child has significant emotional or mental health needs such as anxiety/stress, attachment disorder, self – harm, uncontrollable behaviour, OCD, that is effecting their well-being and having an impact on learning.
- A child has significant social difficulties in maintaining relationships with peers and adults. They act inappropriately when faced with challenge – physically and verbally.
- A child finds it challenging to participate in whole class/group or unstructured activities due to be an inability to self-regulate and display inappropriate emotional responses, which has an impact on theirs and others learning and well-being.

Sensory and/or Physical Needs including HI, VI, MSI, PD (see glossary)

- A child has a physical impairment or a diagnosis of a medical condition that impacts their ability to access the mainstream environment and curriculum. (May need specialist equipment)
- A child is significantly underachieving in the core subjects because of a physical or sensory impairment
- A child faces difficulties participating in activities with their peers and carrying out tasks that we take for granted on a daily basis.
- A child needs care above the reasonable adjustments to be able to access the mainstream environment and curriculum.

Additional Notes

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Medical (epilepsy, diabetes, allergies, cancer)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

'Be on guard. Stand true to what you believe. Be strong. Be courageous. And everything you do must be done in love.' (Corinthians 16:13-14)

Glossary of terms

SEND – Special Educational Needs and Disability

MLD - Moderate Learning Difficulties

SLD – Severe Learning Difficulties

PMLD – Profound and Multiple Learning Difficulties

SpLD – Specific Learning Difficulties

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder.

ODD - Oppositional Defiant Disorder

AD – Attachment Disorder

OCD - Obsessive Compulsive Disorder

ASC - Autistic Spectrum Condition

SLCN – Speech, Language and Communication Needs

SALT – Speech and Language Therapist

HI – Hearing Impairment

VI – Visual Impairment

MSI - Multi-Sensory Impairment

PD – Physical Disability

EAL – English as an Additional Language

SCLN – Speech, Communicate and Language Needs

Concerns list – Runs alongside the SEND list to monitor children to make an informed decision.

Graduated approach – Assess, Plan, Do, Review cycle (APDR) See Code of Practice.