

SEN Information report for parents

What kinds of special educational needs does the school make provision for?

- Everyone is respected and celebrated as a unique, special and gifted individual.
- All children and staff in our school are helped to develop in mind, body and spirit, nurturing talents to reach their full potential.
- We strive to be a happy, holy and inclusive school with staff, children, families and governors working together towards excellence.
- At St Clare's we recognise the entitlement of ALL children to a broad and balanced curriculum. In our school we believe children should enjoy school and leave as life-long learners. We want to identify and break down possible barriers to learning for those children who find learning more challenging.

How does the school know if children need extra help?

At St Clare's we believe that early identification is key. The school uses regular review and monitoring of progress of pupils as the main driver for identification of children who find learning more challenging. The signs that class teachers look for and discuss with the schools special education needs coordinator (SENCo) are if children under their care are:

- Liaison with prior settings
- make very little or almost no progress over a sustained period
- concerns raised by parents or outside agencies
- work at considerably lower than year group and/or age related expectations
- have profound difficulties in developing English or mathematical foundational skills
- show persistent emotional/social difficulties which impedes their learning
- have sensory/physical problems, and make little progress despite the provision of specialist support and/or equipment
- experience communication and/or interaction problems and make little or no progress despite receiving the quality first teaching and differentiated Curriculum which the school prides itself on.

What should I do if I think my child may have special educational needs?

- In the first instance please speak to your child's class teacher who will discuss this with the SENCo and interventions will be put in place as appropriate.
- If you wish to discuss your concerns in more depth please make an appointment through the office with the SENCo.
- The school will maintain contact with parents.

How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

We assess children's performance using a wide range of strategies in order to measure their progress. This initial part of the cycle is about gaining information through analysing:

- standardised screening and specific diagnostic assessments; evidence from teacher
- observations and other curriculum assessments; children's performance within and across the
- Curriculum; information from parents; and, information from external services.

The SENCo and class teacher monitor the progress of each individual and the impact of the provision and make adjustments regularly.

How do I know how the school is helping my child?

- Regular communication with the class teacher.
- If your child has special educational needs they will have a personalised Individual Education Plan (IEP) will be reviewed at least termly. IEPs are reviewed in partnership with pupils and parents.
- Parents are invited to termly parent consultations. Parents of children with special educational needs are offered a mutually agreeable extended meeting slot.
- For children with more complex needs or at the parent or teachers request the SENCo may also be present.
- Parents of those children with a Statement or EHCP are invited to discuss their child's progress and the provision set out on their targets; as they feel necessary. Annual reviews and an end of year review meeting will take place to discuss progress and attainment; targets and objectives are reviewed and updated, before the next steps of agreed action are put in place.

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

- Planning and review meetings
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/ school book, email or text
- Individual pupil/ teacher conversations

How will my child be involved?

- Children are invited to contribute to their IEP targets. Children are regularly asked about their attitudes towards school and their learning through different

mediums. A child with a Statement or EHCP their views are always sought before any review meetings.

What different kinds of support are available to children with SEND?

- Curriculum adaptations/differentiation
- Support for behaviour
- Specified individual support
- Support for health needs
- Grouping of pupils
- Specific individual support
- Specialist teaching groups
- Support for communication needs/ assistive technologies
- Specialist teaching services and behaviour support specialists

St Clare's has a qualified councillor that is able to offer sessions to children with emotional difficulties. Plus the school has two certified ELSA (Emotional Literacy Support Assistants).

How will the school know how well my child is doing?

As a school we measure children's progress in learning against National expectations, this is monitored by the class teacher regularly. We track this progress from entry into the school to the end of Year 6.

Teachers meet at least termly with members of the school senior leadership team to review pupil progress. This shared discussion will highlight any potential problems in order for further support to be planned.

What expertise and specialist services is there available at or accessed by St Clare's?

Training and courses are offered to members of staff as they become available.

- The SENCo attends relevant special educational needs courses, including local school's special educational needs meetings. From these they are able to facilitate/signpost relevant special educational needs training opportunities for all staff.
- Teachers and support staff access out of house training where necessary; there are regular INSET days and staff meetings which have a focus on special educational needs.
- Training from the school nursing team and other outside agencies as and when needed.

- Staff training around the needs of the children we currently have in school is provided, this is reviewed on an ongoing basis as the needs and circumstances of the children change.

The school also recognises the important contribution that external support services make in assisting to identify, assess, and provide for, special educational needs pupils. External support services may be asked to provide further assessments and advice, and possibly work directly with a pupil. Parental consent is sought for any such additional information.

- Autism Outreach
- Educational Psychologist
- CAMHS (Child and Adult Mental Health Service)
- Hearing Impairment Support Service
- School Nurse
- Speech and Language Therapy
- Social Services
- Community Health Professionals (GPs, Paediatrician, Health Visitors, etc.)
- Other support as necessary

What equipment and facilities are provided to support children with special educational needs?

Every effort is made to cater for the unique needs of each individual child with any specialist equipment being sought. There is access to a sensory room that can be used by children with special educational needs.

How accessible is the school?

St Clare's is a single level school with wheel chair access to the main entrance, rear entrance and EYFS unit. There is a disabled toilet within the building. There is one disabled parking spot directly in front the main entrance of the school.

What do I do if I have a concern or complaint about the SEN provision made by the school?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child the school complaints procedure is published on the school website. This can be found at: <http://www.st-clares.leics.sch.uk>

In the first instance any complaint should be made to the class teacher.

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

We take transition very seriously and make steps to make it as smooth as possible.

Transition from Reception to Year 5 involves a meeting between the new and old teacher. A series of sessions for the children to meet the new teacher in the new classroom takes place in the summer term. Additional visits can be scheduled.

For Year 6 pupils, the secondary SENCo is invited to the summer term review, the pupils also attend an organised transition day to visit the school and attend lessons. If additional visits are required these can be arranged.

For children with special educational needs in a pre-school setting wishing to attend St Clare's. The EYFS/reception class teacher and SENCo will attend review meetings as necessary so that targets can be discussed and so that we can put things in place before the pupil starts school.

When a child transfers from St Clare's we make sure that all relevant paper work is passed on and that all needs are discussed and understood.